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JUNIOR COLLEGE JOURNAL

OFFICIAL ORGAN OF THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES



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Volume XVII

CONTENTS FOR MAY 1947

Number 9

Proceedings of Twenty-seventh Annual Meeting St. Louis, Missouri, February 19-22, 1947

PROGRAM OF THE MEETING	345
LOOKING AHEAD WITH THE AMERICAN ASSOCIATION OF JUNIOR COLLEGES	Rosco C. Ingalls 347
REPORT OF THE EXECUTIVE SECRETARY	Jesse P. Bogue 352
ISSUES IN HIGHER EDUCATION FOR 1947	John Dale Russell 357
PRECISION TOOLS TO MEET TODAY'S EDUCATIONAL NEEDS	R. R. Lowdermilk 367
THE PRESIDENT'S COMMISSION ON HIGHER EDUCATION	H. A. Dixon 372
JUNIOR-COLLEGE BUILDING PROGRAMS	George H. Field 376
REPORTS OF COMMITTEES ON RESEARCH AND SERVICE	
ADMINISTRATIVE PROBLEMS	Rodney Cline 381
CURRICULUM AND ADULT EDUCATION	Leland L. Medsker 382
STUDENT PERSONNEL PROBLEMS	John L. Lounsbury 384
LEGISLATION	Gertrude Houk Fariss 385
TEACHER PREPARATION	David B. Pugh 388
REPORTS ON OTHER ACTIVITIES	
CONVENTION SECRETARY	Theodore H. Wilson 392
BOARD OF DIRECTORS	Theodore H. Wilson 393
FINANCE COMMITTEE	Theodore H. Wilson 396
EDITORIAL BOARD	Frederick J. Marston 398
EDITOR	Leonard V. Koos 400
RESOLUTIONS COMMITTEE	401
NOMINATING COMMITTEE	402
NEW COMMITTEE MEMBERS	403
INDEX TO VOLUME XVII	

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Program of the Twenty-seventh Annual Meeting

Hotel Jefferson, St. Louis, Missouri

Wednesday, February 19, 1947

- 6:30 **INFORMAL DINNER**—PRESIDENT
ROSCO C. INGALLS, *Presiding*. CURTIS
BISHOP, *Program Chairman*
Addresses—"Scientific Aids to Instruc-
tion." RONALD R. LOWDERMILK,
Radio Education Specialist, United
States Office of Education; NOR-
MAN WOELFEL, Director, Audio-
visual Education, Ohio State Uni-
versity; ELIZABETH GOTTERMAN,
Division of Audio-visual Educa-
tion, St. Louis Public Schools

Thursday, February 20, 1947

- 8:15 **REGISTRATION**
10:00 **GENERAL SESSION**—PRESIDENT
ROSCO C. INGALLS, *Presiding*
Invocation, THE VERY REVEREND
PATRICK J. HALLORAN, S.J.,
St. Louis University
Salute to the Flag
Report from the Office of the Ex-
ecutive Secretary, JESSE P.
BOGUE
"Looking Ahead with the American
Association of Junior Colleges,"
ROSCO C. INGALLS, President
"Issues in Higher Education for
1947," JOHN DALE RUSSELL,
Director, Division of Higher
Education, United States Office
of Education
2:00 **SECTIONAL MEETINGS**—Led by
the Committees on Research and
Service
**CURRICULUM AND ADULT EDU-
CATION**, LAWRENCE L. BETHEL,
Presiding
Report of the Committee, LELAND
L. MEDSKER, *Chairman*
Panel Discussion—MEMBERS OF THE
COMMITTEE
Evaluation of Report, FREDERICK J.
MARSTON
TEACHER PREPARATION. CURTIS
BISHOP, *Presiding*
Report of the Committee, DAVID B.
PUGH, *Chairman*
Panel Discussion—MEMBERS OF THE
COMMITTEE
Evaluation of Report, RICHARD G.
COX
ADMINISTRATIVE PROBLEMS, In-
cluding Public Relations. EUGENE
B. CHAFFEE, *Presiding*
Report of the Committee, JOHN E.
GRAY, *Chairman*

General Topic—"The Problem of
Organization and Administra-
tion." BASIL H. PETERSON,
Chairman; J. R. McLEMORE,
Paris Junior College, Texas;
KARL M. WILSON, Coffeyville
Junior College, Kansas; WIL-
LIAM A. BLACK, State Office
of Public Instruction, Olympia,
Washington

Evaluation, BASIL H. PETERSON

STUDENT PERSONNEL PROBLEMS. EUGENE S. FARLEY, *Pre-
siding*

Report of the Committee, JOHN L.
LOUNSBURY, *Chairman*

General Topic—"Orientation of In-
coming College Students to the
Curriculum and Junior-College
Life," MARJORIE CARPENTER

Evaluation, DOROTHY M. BELL

LEGISLATION. ROY W. GODDARD,
Presiding

Report of the Committee, H. A.
DIXON, *Acting Chairman*

SPEAKERS—RALPH McDONALD,
Secretary for Higher Educa-
tion, National Education Asso-
ciation; WILSON BADEN, Execu-
tive of Committee on Co-oper-
ation with Education, National
Association of Manufacturers

General Topic—"State Legislation
Affecting Junior Colleges": In
California, ARCHIE J. CLOUD;
in Mississippi, J. M. EWING;
in Maryland, HUGH PRICE; in
Texas, C. C. COLVERT; in Illi-
nois, FRANK A. JENSEN

Evaluation of Report, GERTRUDE
HOUK FARISS

Friday, February 21, 1947

7:30 **JUNIOR COLLEGE WOMEN'S
BREAKFAST**—CHARLOTTE MIE-
NECKE, *Presiding*

9:30 **GENERAL SESSION**—PRESIDENT
ROSCO C. INGALLS, *Presiding*
Music—Harris Teachers College
Chorus, HELEN LOUISE GRAVES,
Director, Professor of Music
"Can We Educate the World for
Peace?" COLONEL JOHN N.
ANDREWS, Personal Represen-
tative of the Administrator,
Veterans Administration
"Reconstruction of Higher Educa-
tion in War-devastated Coun-
tries," HAROLD E. SNYDER,

Executive Secretary, Commission for International Educational Reconstruction
 "Report on Work of the Commission," LAWRENCE L. BETHEL, Junior College Member
 Report on Accreditation, COMMITTEE ON CURRICULUM AND ADULT EDUCATION AND THE BOARD OF DIRECTORS

12:00 REGIONAL LUNCHEONS

2:00 SECTIONAL MEETINGS—Led by the Committees on Research and Service

CURRICULUM AND ADULT EDUCATION, LAWRENCE L. BETHEL, *Presiding*
 Showing of film, "Film Tactics"—A Navy picture
 "The Place of Audio-visual Education in the Junior College," L. C. LARSON, Audio-visual Center, Indiana University
 "The Pueblo Junior College Audio-visual Education Program," ERNEST TIEMAN, Center of Audio-visual Materials, Pueblo Junior College, Colorado
 Evaluation of Report, FREDERICK J. MARSTON

TEACHER PREPARATION. CURTIS BISHOP, *Presiding*. DAVID B. PUGH, *Committee Chairman*
 Evaluation of Report, RICHARD G. COX

ADMINISTRATIVE PROBLEMS, Including Public Relations. EUGENE B. CHAFFEE, *Presiding*. HARLIE L. SMITH, *Program Chairman*
 "Why Public Relations?" HOWARD M. MCCLURE, William Woods College, Missouri
 "A Program of Public Relations," J. W. HULL, Arkansas Polytechnic College, Arkansas
 Evaluation, BASIL H. PETERSON

STUDENT PERSONNEL PROBLEMS. EUGENE S. FARLEY, *Presiding*. JOHN L. LOUNSBURY, *Committee Chairman*
 "Testing for Guidance and Placement in the Junior College," MAX D. ENGELHART, Chicago City Junior College
 Evaluation, DOROTHY M. BELL

LEGISLATION. ROY W. GODDARD, *Presiding*. H. A. DIXON, *Acting Committee Chairman*
 Presentation of Model State Law for Junior Colleges
 "National Legislation Affecting Education," FRANCIS J. BROWN, American Council on Education

"The Proposed Universal Military Training Bill," RALPH McDONALD, Secretary of Higher Education, National Education Association

Evaluation of Report, GERTRUDE HOUK FARISS

6:30 ANNUAL BANQUET—PRESIDENT ROSCO C. INGALLS, *Presiding*

Music—HELEN LOUISE GRAVES, Professor of Music, Harris Teachers College

"The Keys to Prosperity," WALTER E. FULLER, Curtis Publishing Company; Chairman of Committee on Co-operation with Education, National Association of Manufacturers

"The President's Commission on Higher Education," H. A. DIXON, Weber College, Utah; member of President's Commission

Saturday, February 22, 1947

7:30 PHI DELTA KAPPA BREAKFAST—H. B. WYMAN, *Presiding*

9:30 GENERAL SESSION—PRESIDENT ROSCO C. INGALLS, *Presiding*

Music—Stowe Teachers College Chorus, WIRT D. WALTON, Director, Instructor in Music, St. Louis, Missouri

"Junior-College Building Programs," GEORGE H. FIELD, Commissioner, Bureau of Community Facilities, Federal Works Agency

"Guiding Principles in Building Programs," KENNETH E. WISCHMEYER, Consulting Architect, St. Louis Board of Education

REPORTS

The Junior College Journal, LEONARD V. KOOS, *Editor*

The Editorial Board, EUGENE S. FARLEY

Evaluation Reports for Committees on Research and Service

Report of the Finance Committee, THEODORE H. WILSON

Washington Newsletter, JESSE P. BOGUE

Significant Events in the Five Junior-College Regions

Report of Nominating Committee and Election of Officers

Resolutions and Other Business

Installation of Officers

12:30 ADJOURNMENT

JUNIOR COLLEGE JOURNAL

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Looking Ahead with the American Association of Junior Colleges

ROSCO C. INGALLS

THE Constitution of this Association defines "looking ahead" as a duty of the president and his associated officers. This first session of the annual meeting, then, becomes an observation point from which to survey what we see out on the horizon—and beyond.

Looking ahead is also the business of each of us here assembled. We look ahead in consultation with fellow-workers in the planning, organization, and administration of our professional activities. We look ahead for the purpose of defining goals. Looking ahead is an essential technique for growth and for personal and professional achievement. It is most fitting, then, that "Looking Ahead with the American As-

sociation of Junior Colleges" is one of the two themes motivating our twenty-seventh annual meeting.

Your Association officers, Committees on Research and Service, the editor of the *Junior College Journal* and its Editorial Board were in session during July in Chicago, have been at work for the past six months, have been in session for the past two pre-convention days. Their major business has been to look ahead. Their vision has been keen. They are practical men and women. They have made a program for 1947. This program will be reported in successive steps at the various sessions of this convention. Their program will become your program. Your energy and strength applied to this program will result in continued growth for our Association and services to its members.

A recent Coast Guard recruiting poster promises the enlistee "Education with Adventure and Excite-

ROSCO C. INGALLS, *director of the East Los Angeles Junior College, California, was president of the American Association of Junior Colleges during the past year. This address opened the annual meeting.*

ment." "Education with adventure and excitement" is also the reward offered by our Association to all junior-college personnel and associates with aptitude to match the tasks ahead and with achievement service records in post-high-school educational work. Opportunities are unlimited. Members are responding with enthusiasm. Active participation with the team, as it increases in numbers and in power, generates inspiration. New goals on the horizon are revealed by the look ahead. Here is the frontier, only partially cleared and brought under control, that offers "adventure and excitement."

It is fitting that, at this point, we visit the birthplace of this Association. We need not travel to do this. St. Louis was the place. The time was June 30 and July 1, 1920. George F. Zook, then specialist in higher education in the United States Bureau of Education, was the presiding officer at the opening session. The meeting was attended by thirty-four representatives from twenty-two junior colleges located in thirteen states and the District of Columbia. The meeting was closed with the assessment of a five-dollar fee to prepare for the next annual meeting scheduled for Chicago in February, 1921. Dr. James M. Wood, then president of Stephens College, who, after twenty-seven years of continuous service

at Stephens, is this year retiring from active duty, served as chairman of this first two-day conference. He served, also, as president of the Association for two years in 1923 and 1924. Dr. Wood, we salute you!

Dr. Zook said in his opening remarks:

Junior colleges have been growing tremendously.

We must consider the function and the future of junior colleges.

Significant changes are taking place at this time throughout the whole field of higher education.

This year [at the conclusion of World War I] nearly every college has as many students as it can care for adequately. Indeed, a number of higher institutions have more than they know what to do with.

The junior college is an institution of the greatest possible usefulness in the field of higher education and is so regarded by the universities and four-year colleges.

Words spoken in 1920 fit the pattern in education as we know it today in 1947.

A quick look at the points of emphasis at this first conference reveals papers on:

The function of the junior college
The advantages of the junior college
Military schools as junior colleges
The administration and control of public junior colleges
Vocationalizing the junior college
The better organization of higher education in the United States
Growth and development of junior colleges in the United States

Problems of the public junior college
The curriculum of the junior college
Junior colleges as completion schools

Strange— isn't it, or is it?—that after twenty-seven years these issues remain with us as an essential part of our inheritance! By contrast, the themes for this twenty-seventh meeting reveal the new frontiers into which we are moving as trail blazers.

We are now ready to ask ourselves again, as we did in January, 1946, at our last annual meeting in Chicago, "Have we grown up?" President Bethel answered at that time with an emphatic "Yes," and he supported his answer with facts. The twelve months of maturity in action during 1946 have produced a mass of evidence to strengthen further each classification of exhibits defined by President Bethel and to record achievements that are convincing to the public and to the government in this area of progress.

This whole convention is an amplified transcription of your officers' report on stewardship for 1946. Beyond the horizons are the tasks for 1947. The baton will pass to new leaders. The march of progress will go forward with ever increasing power as, with higher resolve, optimism, and vigor to match our maturity, we, the members of this convention, take over our expanding responsibilities.

On my railroad ticket from Cali-

fornia to St. Louis and return, there is printed a number of times this instruction, "Not good if detached." This instruction has meaning for the members of our Association—public and private, large and small—regardless of regional location. We are "not good if detached." There are major obligations that we hold jointly:

1. Many of the veterans now in lower-division state colleges and universities, private universities and colleges, and junior colleges are potentials for readjustment as to (a) occupational objectives; (b) financial ability to follow through four-, six-, and eight-year programs for professional training; (c) shifts from professional to semiprofessional objectives; and (d) placement in employment following graduation. *We must be alerted to our duty in this emergency.*

2. Whatever our numbers on the campus, we must use instructional and administrative procedures to keep close to the veteran—his thinking, his objectives, his recreational program, his welfare and security—to assure, as far as is in our control, that he does not come out of his G.I. educational program a disillusioned citizen. *We are a stabilizing power for the democracy that operates tomorrow's world.*

3. The junior college with its two-year semiprofessional curriculums, coordinated with the four-year occupational nonprofessional curriculums in four-year colleges and universities, provides an educational service that merits expansion through counseling and adjustment services provided by the Veterans Administration. *We are a co-operating service agency working*

for a nation forever indebted to its veterans.

4. We must not lose perspective in our programs for on-coming high-school graduates surrounded by veterans during the five years immediately ahead. *We are builders of firm foundations for the security, happiness, and welfare of men everywhere in the nation.*

5. We must select, encourage, and train future teachers of America to advance community welfare. *We are the insurance personnel for the conservation of our gains.*

6. We must maintain adequate standards of competency for economic, social, civic, and personal relations on the part of all students, non-veterans as well as veterans. *We are the arsenal of democracy in peacetime.*

7. We must take our public with us to finance the service program that we envision. *We are the ambassadors for education to all men everywhere.*

Here is a program to which we can pledge today: "Teamwork—in peace as in war!"

Let me identify some of our joint obligations a little more sharply by reference to the current trends and conditions.

1. Only about half of the veterans approved for educational training have entered training. More veterans are being approved each week.

2. Nearly every educational institution has enrolled more students than can be accommodated for adequate training.

3. Nearly all institutions are seriously handicapped by lack both of classroom space and of educational equipment.

4. It is apparent that many more

veterans have elected to take education than was anticipated. These veterans are good students; grade standards are high; interest, exceptional; conduct, good; the percentage of drop-outs, very low.

5. Educational institutions have their backs against the wall now because few institutions can arrange a budget to meet the increased strain brought upon the institution by the large enrolment of veterans. The problem next semester will be worse, and next year apparently still worse.

These trends mean that we face serious problems demanding solution now. We cannot, with safety to our national welfare, postpone their consideration. Decisions and actions are essential. These actions need to be based on long-range planning of sound statesmanship proportions. No section of the nation is exempt from the obligation to face the issues involved. The American Association of Junior Colleges is prepared to work on these problems. Only "Teamwork—in peace as in war" can match our responsibilities and opportunities in these times.

Every person traveling on the public highways is familiar with defined lines to guide with safety the heavy traffic. In California we have fogs (we admit it) heavy and low, which force a slow-down of traffic to a snail's pace. Painted, or otherwise defined, lines on the highway then take on new values. They keep us from getting lost com-

pletely. They help us to find our way out of the fog. Without these guiding lines, we may be wrecked. We find a parallel on the roads of education. We need guiding philosophies to avoid getting confused, lost, wrecked. It is my belief today that these guiding philosophies in junior-college education must include, among other things, the following principles:

1. Education is an indispensable force in strengthening our democratic institutions. In that education, junior colleges must provide (a) pre-professional training of two years; (b) preparatory training for entrance to pre-professional training (this requires one or more semesters); (c) semiprofessional vocational training in special curriculums of varying lengths; (d) semiprofessional nonvocational training for developing social, civic, and personal competence; (e) general education in patterns that will equip our citizens to live today and to do the work of tomorrow.

2. It is always the responsibility of the junior college to help each person make the most of his abilities and to help him develop and maintain a sound body, a pleasing personality, and a wholesome philosophy of living while establishing and maintaining economic self-sufficiency.

3. It is always the responsibility of the junior college to provide education for the "oldsters" of the community as well as for the "youngsters."

4. It is always the responsibility of the junior college to be a leader and a citadel of strength for the cultural activities of the community in which it is located.

5. It is always the responsibility of the junior college to prepare wise and loyal citizens who will accept responsibility for the maintenance and improvement of democracy through calm consideration, intelligent discussion, co-ordinated action, and self-discipline in obedience to law.

6. It is always the responsibility of the junior college to clarify and interpret national goals and ideals and principles.

7. It is always the responsibility of the junior college to support and advance the methods of peace rather than those of war for deciding differences of opinion and conflicts of interests. We are the builders of the new world. *We are erecting living memorials for our sons and daughters.*

Can we, then, accept—until experience dictates additions, replacements, and modifications—these principles as guides on the highways of our plans and actions? My answer is "Yes."

We, the American Association of Junior Colleges, leaders in education, trail blazers, if you please, are at the dawn of a new era in post-high-school and in higher education. Let us today dedicate our institutions, our resources, our personnel, our own services to the tasks we see on the horizon—and beyond. Thus do we match the needs of our times.

Let us here and now, each and all, dedicate ourselves also to the method of "Teamwork—in peace as in war!"

Report of the Executive Secretary

JESSE P. BOGUE

WHILE this report is presented by the present Executive Secretary for his five months in office, it should be understood that it covers also the seven months of the work of the acting executive secretary, Mrs. Winifred R. Long. The first words, therefore, are gladly devoted to an expression of appreciation for the excellent condition in which the Washington office was found on August 1, 1946. The finances of the Association were sound, and, with the exception of a few minor adjustments which have been made, the fiscal details were in complete harmony with acceptable accounting procedures. The relationships of the Association with the many educational organizations headquartered in the national capital were most friendly. Confidence had been established with a vast number of government agencies. The doors were open at the offices of congressmen and senators because the good judgment, the tactfulness, and integrity of the Acting Executive Secretary of the Association were highly respected.

Work is a pleasure. To work with agreeable persons, however, who carry conviction and enthusiasm

for common objectives makes work a double pleasure. It is a happy circumstance, therefore, to record our thanks to Dr. Rosco C. Ingalls, the president of this Association, not only for his efficient administration, but also for the spirit of fairness and kindness with which he has carried out his duties.

You will be happy to know that the pattern of administration and co-operation of our President has been exemplified by all officers and employees of the Association. The splendid reception which the Executive Secretary has received at state and regional association meetings increases the number of life's pleasant memories.

Membership

As reported in the January *Junior College Journal*, the membership of the Association on December 31, 1946, was 409 active and 38 provisional members, or a total of 447. This compares with a membership of 460 members reported in the Directory for the previous year, 429 active and 31 provisional. This gives us a net loss in membership for the year of 13 institutions. A total of 648 junior colleges was

listed in the 1947 Directory. It appears, therefore, that there are approximately 200 institutions now that could become either active or provisional members of the Association. Their strength would add greatly to the power and influence of the national Association. We are convinced, too, that these junior colleges eligible for membership could be helped by associating themselves with the national organization. Twenty new members were received during the year.

Junior College Journal

You are aware that, beginning with the September number, the *Junior College Journal* became a co-operative publication between the American Association and the University of Chicago. Of the nine issues, therefore, in 1946, five were produced at the Washington office. The Washington office also provides for each number copy of four to six pages entitled "Junior College World" and "From the Executive Secretary's Desk." In addition, all matters relating to advertising, subscriptions, mailing lists, sale of reprints, collections and payment of bills, etc., are handled by the central office.

Subscriptions to the *Journal* have been promoted until it has been necessary to increase the number of copies printed from 1,900 to more than 2,300. Space for advertising has been more than doubled, and

the rates increased by about 30 per cent. We believe that, if additional space were available, more advertising could be secured. With consistent efforts, which are being made, the circulation can be gradually increased. Income from the *Junior College Journal* this year was \$4,779, an increase of \$1,095 over last year. A summary of the number of paid subscriptions to the *Journal* each year since its organization in 1930 is given in Table 1.

Washington Newsletter

In keeping with instructions from the Board of Directors given in Chicago last July, the *Washington Newsletter* has been planographed since last September. It is generally believed that the appearance of the letter has been improved. Plans are under way to add certain "attention-getting" features. The number in circulation rose during the year from 600 to 1,200 copies each month. Painstaking efforts are made to present, in direct, succinct form, news and suggestions which may result in material assistance to the junior colleges. Many expressions of appreciation have been received, and favorable comments made both on the format and the content of the *Newsletter*.

Association Contacts

The value of good public relations is more fully realized today than ever before. Both state and

federal governments and their many agencies are assuming an increasing role of importance in education. Constant contacts and interpretations are necessary to keep political agencies informed of the status, nature, and work of the junior colleges. We must keep these contacts

Entrance Examination Board has extended a membership invitation to the Association. The Association has also been invited to affiliate with the American Association for the Advancement of Science. The American Academy of Political and Social Science issued an invitation

TABLE 1.—SUBSCRIPTIONS TO JUNIOR COLLEGE JOURNAL SINCE ITS FOUNDING

<i>Volume</i>	<i>Year</i>	<i>Individual</i>	<i>Group</i>	<i>Total</i>
I	1930	400	....	400
II	1931	613	....	613
III	1932	633	....	633
IV	1933	720	....	720
V	1934	659	....	659
VI	1935	752	....	752
VII	1936	753	....	753
VIII	1937	743	....	743
IX	1938	928	304 (26)	1,232
X	1939	950	608 (51)	1,558
XI	1940	1,034	853 (76)	1,887
XII	1941	1,065	805 (67)	1,870
XIII	1942	1,064	689 (58)	1,753
XIV	1943	1,076	638 (..)	1,714
XV	1944	1,108	721 (60)	1,829
XVI	1945	1,120	615 (59)	1,735
XVII	1946	1,201	1,142 (88)	2,343

and speak for ourselves. It is our duty to do so, and we can depend on no one else to perform this important task. Mrs. Long carried out this assignment with commendable results, and the Executive Secretary has tried, in his own way, to keep up the good work.

Your Board of Directors has made provision for wide representation from the Association with other agencies and organizations. Even wider representation could be made, because the contacts are too many and varied for any central office personnel to make. The College

for junior-college delegates to attend their annual convention in Philadelphia on April 18 and 19. The Association has been ably and favorably represented at a large number of meetings important to the junior colleges.

The Executive Secretary has a standing invitation to attend meetings of the Committee on Relationships with the Federal Government of the American Council on Education. This is one of the most important educational committees in the nation, for it establishes understanding, policies, and working

agreements between the federal government and its agencies and higher education. Junior-college representation has been welcomed, and at no time has there ever been the slightest tendency to leave them out of important decisions. Rather, there has been insistence that all arrangements be made with fairness to junior colleges.

Again, we may avoid a boring detailed report by saying that our contacts with other associations and agencies are most pleasant and have been kept vital by attendance at meetings, attention to important issues, and by holding confidential information in confidence.

Field Work

Your Board of Directors made wise provisions for the Executive Secretary to travel in the field. He has attended state conventions in Michigan, Missouri, California, and Pennsylvania. Regional associations have been attended at Boston for the New England states, at New York City for the middle states, and, in the present year at Memphis, for the southern states. Dates have been made for the Mississippi and Texas state meetings. Plans are under way for a trip through the Northwest, including northern California. We know, even more than we anticipated, how valuable these field contacts are in giving the Executive Secretary a better understanding of the needs and interests

of the junior colleges and in providing an over-all view of the movement.

State Organizations

Encouragement has been given for the development of state organizations. Laws and decisions are frequently made by states affecting education, and junior colleges should be in a position to make themselves heard when it is advisable to speak. We believe that states having any considerable number of institutions should form organizations, elect legislative committees, and empower either one or more persons of sound judgment to speak for them before legislative committees on education of the state senate and house of representatives. This should be done by formal resolution of the state body, with a certified copy placed in the hands of the legislative representative. It is a foregone conclusion that junior-college legislation will be enacted, sooner or later, by every state. It is of the greatest importance that both public and private institutions interested in the common welfare place themselves in a position of constructive influence.

In respect to the national government, we believe that this Association should designate a representative by formal resolution and give him the power to speak at the proper time in behalf of needed legislation, executive orders, or de-

partmental directives. There are nearly a hundred government agencies and many regular government departments that affect or control education in some way. Even a legislative committee, important as it is, cannot be called together quickly or frequently enough to represent the Association when action is needed.

Finances

The finances of the Association are at present in good condition. The complete financial report will be made by the chairman of the Finance Committee, Dr. Theodore H. Wilson. All employees of the Washington office are under bond, proper insurance is carried, and all accounts have been audited by F. W. Lafrentz and Company, certified public accountants of Washington, D. C.

The financial policies and the budget will be made by the Board of Directors with the approval of the Association. These policies and the budget will be carried out by the Executive Secretary.

Conclusion

The Association is a research and service organization. Projects are built largely around your five committees. The Association, like many

of its kind, deals in ideas. The material services accruing to the membership, therefore, must come through the development and adoption of ideas.

Suppose we look at one example out of hundreds which could be given. Our professional interest and the necessities of our time make it advisable to develop better methods of instruction. Audio-visual aids to improve and speed up the process of instruction are receiving greater attention today than ever before. A pamphlet on *Basic Standards for School Sound Systems* lists standards that have been worked out and published by the United States Office of Education and the Radio Manufacturers Association, and our Association brought the publication to the attention of all members. A junior college could save itself more money by following the *Basic Standards* in purchasing and installing a sound system than it would pay in dues in a dozen years. Recording instruments are now under study. The Executive Secretary is co-operating to represent the needs of junior colleges. In this work, as in many other respects, the need is for investigation, interpretation, and presentation. This is the heart of the Association.

Issues in Higher Education for 1947

JOHN DALE RUSSELL

WITHOUT fear of contradiction one can introduce a discussion of issues in higher education for 1947 by saying that the present is an abnormal time. Those who direct the destinies of educational institutions are today confronted with many perplexing questions. Within the time limits available today it will be possible to outline only a few of the many problems confronting higher education in 1947. I have attempted to pick out those that seem to be of most general concern to educators in the field of the junior college.

Enrolment Trends

A question that is in the minds of almost everyone today is the probable future trends of enrolments in higher education. The Office of Education reported in a "Statistical Circular" (SRS-21.3-116), dated November 20, 1946, that the total number of full-time and part-time college-level students attending in the second week in the au-

tumn term or semester in 1946 was 2,078,095. This was more than double the number attending at the corresponding time in the preceding year, and 50 per cent more than the peak enrolment at the same date in any previous year. Slightly more than three-fourths of all the students in 1946-47 were in institutions classified as universities, colleges, and professional schools. Somewhat fewer than 10 per cent of all the students enrolled were in junior colleges, but the junior colleges had a percentage of increase over 1945 that was considerably greater than that for the total enrolment. Furthermore, only 45 per cent of the enrolment of the junior colleges was composed of veterans, while, in the universities and large institutions with complex organizations, 57 per cent of the students were veterans. The increased enrolment of the junior colleges, therefore, was composed of what might be considered as a more nearly normal student clientele than the expansions that occurred in some other types of institutions.

JOHN DALE RUSSELL is director of the Division of Higher Education of the United States Office of Education.

To prophesy with respect to the future of enrolments is hazardous, and yet every administrator is

forced to adopt some kind of guiding principle regarding the probable continuation of the demands for service at the present high level. My own personal conclusion, based on some analysis of the factors in the situation, is that the total enrolments will not decline for a good many years. In my opinion, any institution that is situated so as to serve a reasonably large constituency and is willing to include in its program the kinds of education that young people are demanding can definitely count on having from 50 to 100 per cent more students than it served at the pre-war peak. It is only fair to give you some reasons for such a conclusion.

VETERANS.—In the first place, there is a large backlog of qualified veterans who have not yet entered upon the period of training to which they are entitled under the so-called "G. I. Bill of Rights." It now seems that not more than half of those veterans who will eventually enter college had done so at the time statistics were gathered in the autumn of 1946. Furthermore, every man and woman in the military service at present and all who enter the armed forces in the future will have some educational opportunities upon their discharge, under the provisions of Public Law 346. The best estimates are that the peak of veteran enrolments will not be reached until 1949 or 1950 and that there will be an appreciable

load of veteran students up to at least 1955. Every indication is that enrolments will continue to increase for the country as a whole during the next two or three years, to the extent that the institutions are able to accommodate additional students.

HIGH-SCHOOL GRADUATES.—The second factor in the situation is the increasing number of high-school graduates. At the outset of the war, approximately 70 per cent of the young people of high-school age were actually in school. The number was reduced considerably during the war, but enrolments in the secondary schools are again increasing rapidly, even in the face of opportunities for employment that are far beyond those normally available in peacetime. By the time the peak load of veterans has been cared for, a larger number of high-school graduates than ever before will be ready for college.

SOCIAL ATTITUDES TOWARD HIGHER EDUCATION.—The third factor is the general tendency that is developing in our society to look upon some college experience as part of the necessary education for young people.

After every major war in this country during the past century, there has been a marked up-swing in college enrolments. Particularly after the end of World War I college enrolments climbed rapidly, even though only a handful of vet-

erans at that time were given rehabilitation training by the federal government. I seem to recall that in the early 1920's educators were prophesying that the increase in enrolments then evident was merely a temporary trend and that the number of students would soon recede to the levels of 1915 and 1916. That, however, did not happen, for the increased enrolments were merely a base from which new increases developed. There is every reason to think that this same social tendency toward increased college-going, which was manifest after World War I, is operating today.

INCREASED BIRTH RATE.—Another factor that will tend toward increased college enrolments is the increased birth rate in our population. Reversing sharply the trend in the period between the two World Wars, the birth rate began to increase some six or seven years ago and has remained ever since at levels that have upset completely the predictions of sociologists regarding population developments in this country. Within this year the elementary grades of the public schools have begun to feel the effects of the increased birth rate. In a dozen years or less the first of these youngsters will be ready for college. From this increased youth population we may confidently expect that the number who will seek admission to higher institutions will be increased again at that time.

INTERFERING FACTORS.—Two possible factors might interfere with the development that has been suggested. The first is the Army's plan for universal military training, which, if put into effect, would take practically all the men students out of college for at least one year. Some observers have thought that even this plan might ultimately send more people to college, rather than fewer, because of the option allowed for the completion of the required training through some form of educational activities.

The other interfering factor might be an economic depression. What effect this would have on higher education can only be judged from the results of the depression of the 1930's. At that time college enrolments were affected adversely for only one year, and during all the rest of the depression the total enrolments of college students continued to rise, even though there was no general reduction in the fees charged students.

Providing Needed Expansion

The pressure for expansion of facilities for higher education must be met in some way in this country. This year the colleges and universities have everywhere strained their facilities to the breaking-point. At present it looks as if the demand for college attendance in the autumn of 1947 will be well beyond that of the current year.

Can the already overstrained facilities of the colleges and universities be stretched some more? Just how are we going to meet the situation next September or October?

The planning for 1947-48 involves a provision of at least three major types of facilities: (1) funds must be sought for financing the program; (2) needed expansions in physical plants must be financed and constructed; and (3) additional instructors must be found to teach the increased number of classes that will have to be maintained. There are other minor adjustments, such as an adequate supply of textbooks, the provision of health services, and arrangements for dining facilities.

I discussed the problem of financing of higher education in the post-war period in an article published three years ago,¹ in which I pointed out that expansion in student enrolment could be financed from only one source, government funds. At that time I stated that the best prospect of increased funds for higher education was from the federal government. Public Law 346 had not been enacted at that time, so my prophecy has, to a considerable extent, already been realized.

But the funds provided veterans through Public Laws 16 and 346

will not solve the problem of supporting the expanded enrolments for higher education. I am still of the opinion that governmental funds will be the major source upon which the young people of the country will have to depend for the provision of higher education. To some extent local governments and state governments will be in a position to carry a large share of the needed support. Whether the federal government will be disposed to assist further than it has already done is impossible to forecast.

The handling of expansions that are necessary in physical plants will require much attention on the part of educators. It is entirely likely that building conditions will remain tight for a considerable period in the future, making it well-nigh impossible to obtain the needed materials for construction and also inflating the cost of construction inordinately. The federal government has been of great assistance in making surplus war materials available to educational institutions, but this program is rapidly approaching its end unless additional funds are provided by the Congress.

It is my own judgment that educators had better plan to accommodate increased enrolments in 1947-48 without a corresponding increase in physical facilities. There are two methods by which this may be done.

¹ John Dale Russell, "Problems and Prospects of Postwar Financial Support," *Annals of the American Academy of Political and Social Science*, CCXXXI (January, 1944), 142-48.

First, increased dependence can be placed on the kinds of institutions that do not require housing facilities for students; that is, a larger percentage of the total enrolment can be encouraged to attend institutions within commuting distance of their homes. The development of junior colleges will be of great service in solving this problem.

The second method by which institutions may care for more students without expanding physical facilities is to increase the utilization of classroom and laboratory space. A lengthened academic week is one solution that has been used by many institutions this year to secure greater utilization of physical-plant space. Better scheduling of classes might release space in some institutions. A better adjustment between room size and class size would enable many institutions to care for more classes than their present schedule allows. This might mean a few partitions for classrooms that are too large or the adjustment of seating to care for the maximum number of students.

The suggestions that have been made do not care for certain other bottlenecks in the physical-plant facilities. For example, libraries are overcrowded almost everywhere, infirmaries are too small, cafeterias and dining halls cannot accommodate the increased number of students. In the main, however, these

adjustments make relatively minor demands for space, as compared with the total that would be required for student housing, classrooms, and laboratories if pre-war standards of utilization were maintained.

The third requirement for expanded services, the provision of additional instructors, is the most difficult to meet. It will be two or three years at best before the graduate schools begin to turn out anything like a sufficient supply of well-prepared college instructors. Those who are getting their preparation now are doing their work under serious handicaps in many of the graduate schools, and the product of these schools may not be up to the pre-war standard for several years. So far as individual institutions are concerned, there are three conditions that will assist in securing an adequate teaching staff: (a) early selection of personnel to fill all expected vacancies, (b) attractive salaries, and (c) provision of good housing for new faculty members. Institutions that are not in a position to compete favorably on these three factors in maintaining or increasing their teaching staffs will almost inevitably have to be satisfied with candidates who do not meet the pre-war standards.

Size of Institutional Units

The expansions that have occurred in enrolments of individual

colleges and universities have raised a question as to the desirable size of institutional units. In the past many private colleges have been accustomed to set a maximum number that they would attempt to accommodate. The expansions forced on institutions this autumn, which have led to the temporary abandonment of established quotas, may have been fortunate in many cases. In too many institutions the maximum enrolment has, in the past, been set at a figure which is too small for the greatest efficiency of operation. At the other end of the scale of enrolments there is an equal need for attention to the question of desirable size. How large can an institution grow before it becomes unwieldy, inefficient?

In a recent state survey we set a figure at ten thousand students for the maximum size to which the state university should be allowed to grow. We have no research to prove that this figure is the upper limit for efficient operation, but that there is some such limit I am certain. The development of an adequate system of junior colleges will be the best method of maintaining universities at a reasonable size.

Balance between Public and Private Institutions

The great expansion in enrolment this year will probably change markedly the balance between pub-

licly and privately controlled higher education in this country. In the 1930's American higher education was almost evenly balanced, so far as enrolments were concerned, between publicly and privately controlled institutions. The balance had been slowly shifting, over a period of years, toward a slight preponderance of enrolments in the publicly controlled institutions, but the change has not been rapid. I agree fully with the opinion, which has often been expressed, that this even balance is a source of strength to American higher education.

But the publicly controlled institutions of 1946-47 have undoubtedly increased their enrolments more rapidly than have the privately controlled colleges and universities. Furthermore, the reports at hand seem to indicate that the privately controlled colleges and universities are not expecting to extend their facilities appreciably. It is highly probable that the expansions necessary to care for the major part of the expected increases in enrolments will be made in public institutions. In such a development we must watch carefully to avoid losing the values that we have always believed inherent in our plans for higher education under two forms of control.

Desirability of Lower Tuition Fees

There is one development in connection with our expanding enrol-

ments and our educational programs for veterans about which I am unhappy. Everywhere over the country, institutions of all types have been raising their tuition fees. Possibly the fact that the United States government is willing to pay up to five hundred dollars a year toward the tuition of a qualified veteran student has led many institutions to feel that their present fees are too low. Undoubtedly the necessity of financing expanded enrollments has led to a consideration of student fees as the quickest and most reliable source for obtaining increased income.

The present increases in fees are only an acceleration of a trend that has been in evidence in this country ever since the time of the Civil War. I seem to be almost alone in criticizing this trend, but I personally feel that we should be better off if higher education were as free as elementary education in this country. Many people argue that the student will appreciate his education only if he or his parents have to pay (and pay plenty) for it. It is strange that we can dispense with this type of motivation at the level of the elementary and secondary schools but must seemingly require it at the college level. I know of no objective studies which have shown that motivation is better among students who pay high fees than among those who pay none at all. As a matter of fact,

the universal reports of the excellent quality of academic achievement by veteran students this year may, in part, reflect the fact that federal subsidies have relieved this group from much of the usual economic burden falling on students.

My own judgment is that, if we could possibly finance higher education without any fees to be paid by students, we should be much better off than under the present system. In charging the student a stiff fee, we inevitably give him the idea that the education which he receives is something intended to be only of personal benefit to him, something that he can use to exploit his fellow-men. Would it not be better to teach him that higher education is something that society has freely given him and that the only repayment he can make is through service to society? Note that we follow such a principle now in the preparation for certain callings of high importance to social welfare. We do not charge high tuition fees to students in theological schools or teachers' colleges or to those in the U. S. Military Academy at West Point or in the Naval Academy at Annapolis. Why should we not take the point of view that every student, whether he prepares for preaching or teaching or homemaking or business or engineering or any other career, owes a debt of service to his God, his country, and his fellow-men?

Other Undesirable Bases of Student Selection

Other undesirable bases are sometimes used in selecting students. The current pressures on institutional facilities have made it seem necessary in most publicly supported institutions to give preference to applicants from the state in which the institution is located. While this may be necessary to meet a current emergency, the continuation of such a policy, especially at the more advanced levels of instruction, will result in increasing provincialism in our American institutions of higher education. If every state did its share in providing higher education, there would be an even balance in the flow of students from state to state. Perhaps the shutting-off of opportunities for out-of-state students may force certain states which have never carried the load that they should have done in higher education to increase their own provisions. When that is done, the geographical restrictions on the admission of students should be eliminated promptly.

It is widely believed that many American institutions of higher education practice a form of discrimination in admitting students on the basis of race and religion. I do not refer to the situation in states where Negroes and whites are required to be educated in separate institutions but rather to so-

called racial or religious "quotas." Evidence of the use of such quotas is usually difficult to obtain, and most institutional officials would deny that they refuse admission on the basis of race or religion to applicants who are otherwise qualified to enter college. That such a form of discrimination is entirely unjustifiable seems to me to be undebatable.

Whether institutions can be legally compelled to refrain from discrimination against applicants on a basis of race or religion is open to question. It seems clear to me that, for the sake of the best possible service of higher education to this country, we cannot afford to deny the right to higher education to any well-qualified young person on the basis of his race or religion. This issue will not be entirely settled in 1947, but, unless educators themselves take steps to make it clear that no discrimination exists, other agencies will inevitably step in and do the job in a way that we may not like.

Curriculum Readjustments

The increase in the number of students necessarily carries with it an obligation for a thorough re-examination of the curriculum. It is clear that, today and in the years that lie ahead, higher education is going to serve a clientele containing many people of a type who did not formerly go to college. It would

be most unfortunate to assume that the same bill of fare which we have customarily provided our college-going population will meet the needs of this new group of students. Furthermore, there is considerable doubt whether our traditional bill of fare has taken advantage of all the modern discoveries in academic dietary science.

The subject of needed curriculum readjustments is entirely too large to discuss in this paper. Time will be taken to refer to only two developments which seem to have great promise and both of which have important implications for the junior colleges of the country. The first of these is the reawakened interest in general education; the second is the emphasis on terminal curriculums. In both these movements the junior college has taken leadership that gives promise of making significant contributions to the development of improved facilities in American higher education.

During the war years, when students were few, faculties in many institutions were able to give extensive consideration to problems of curriculum readjustments. That is an activity, however, which must be continuous. There is danger in the present situation that because of the pressure of duties arising from the sheer volume of teaching services, our faculties will neglect to give attention to curriculum re-

adjustments and will postpone consideration of such problems until they can find more leisure. It will tax the ingenuity of educational administrators to find ways and means of continuing the necessary study of curriculum readjustments that are essential to the maintenance of continued effective service to our young people.

Hazards to Higher Education in the Present Situation

Finally, the present is a time of real hazard to the future of higher education. Our clientele, a large part of which is new to the college and university experience, is testing the services that are being rendered and is weighing them against the investment of time and effort that is required of students. This critical evaluation by large numbers of persons whose family backgrounds do not include the tradition of higher education comes at a most unfortunate time for the colleges and universities, when the greatly expanded enrolments have made it impossible for many institutions to keep up their usual standards of quality.

Are we being fair to these students who are now clamoring for higher education? Already some protests have been heard from the more mature students, among the veterans especially, about the quality of educational services that they are receiving. We dare not cheat

these men and women of their chance for adequate education. If we do, the results will certainly be disastrous and higher education will be a long time in recovering the prestige that it now has in the mind of the public. Standards, of course, need to be maintained, but they should be examined with respect to their absolute necessity and validity. We can afford to discard those that have nothing except tradition to support them. We make a great mistake, however, if we reduce the quality of our service in any respect that is essential to a sound educational program. It would be better to deny admission to some of the less well-qualified young people than to give all who enter a poor quality of education.

My own personal opinion is that higher education is on the eve of an expansion that will parallel the increase which occurred in the secondary school during the first third of the present century. The junior college will be the type of institution which, in my judgment, will carry the greatest share of the burden of that expansion. The capacity of all institutions of higher education to render effective service will, for many years in the future, be the chief limitation on the expansion of higher education. Let us hope that our institutions will be able to meet this challenge effectively and to provide the scope and quality of services that will merit the fullest approbation of the citizens of the United States.

Precision Tools To Meet Today's Educational Needs

R. R. LOWDERMILK

BACK in the days before the first World War, teaching must truly have been an enviable profession! Aside from drilling pupils in the development of mathematical and language skills and in the mechanics of penmanship, the teacher was concerned primarily with rote memorization of factual information. Much as we might like to return to that happy state of affairs, those days are gone forever! The increasing complexity of American life has compelled us to recognize that "learning simply for learning's sake" must give way to a kind of public education whose primary aim is that of helping our young people to adjust—vocationally, culturally, and emotionally—to the life of their contemporary world. This the schools are trying to do.

Obviously the changes that have taken place in public education over the past three decades did not occur overnight. Instead, they have come slowly, often accompanied by a certain degree of re-

luctance on the part of teachers who seem, characteristically, to feel that "the curriculum is already too crowded to add anything more!" The very necessity for finding room in the curriculum for new areas of instruction has benefited public education immeasurably, first, by forcing school people to discriminate between truly significant content and purely factual material which properly belongs on the reference shelf and, second, by relegating certain academic subjects of limited utility to the status of elective subjects.

Even more important, this continuing necessity for progressively increasing the scope and content of public education has led school people to turn to some of the newer sources of instructional materials, in order to bring education closer to present-day reality, and to devise new instructional techniques for use with these new-type materials. For example, when geography emerged from mere memorization of "believe-it-or-not" facts about "strange people in faraway lands" and became, instead, an honest attempt to understand the problems and motivations of

R. R. LOWDERMILK is radio education specialist with the United States Office of Education.

peoples as they try to satisfy their material and cultural needs under conditions imposed by their respective physical environments, it was recognized that more realistic aids to visualization were needed. In consequence, teachers turned, first, to the use of the stereoscope and later to the use of the lantern-slide projector and the motion picture.

Similarly, when history ceased to be simply the memorization of names, dates, and places and became a study of the economic and social foundations on which our present-day culture is based, teachers turned to motion pictures dramatizing historical events and movements, to radio dramatizations of similar nature, and to field trips to local museums to examine historical relics and documents. The study of current events ceased to be merely an assigned task of reading the few pages of a weekly news magazine abbreviated and "purified" for school use and became, instead, the study of history in the making as seen through the eyes of our top-ranking radio commentators.

One might go on indefinitely recounting uses of these newer materials: the use of sound motion pictures to teach machine-shop practices, to teach the principles of acoustics, to teach principles of first aid, or to teach the correct use and care of a typewriter; the use of the central school sound system to re-

ceive and distribute, over classroom loud-speakers, educationally significant radio programs or to distribute, to classroom listening groups, programs produced within the school; the use of the sound recorder to make off-the-air recordings of significant radio programs to be used for class-group listening or to make recorded samples of pupil performances for purposes of self-criticism.

In the field of the newer tools of instruction, there are three points which are of particular significance for junior-college people. First, is there a legitimate place for these newer instructional media at the junior-college level? Second, what instructional routines do teachers customarily employ when teaching with these newer media? Third, what are a few of the items of visual and audio equipment that would seem to be particularly well suited for use at the junior-college level?

To the first question my answer is an unqualified "Yes." It is fairly obvious that we can amply justify the use of these media on the basis, alone, of their providing access to *a much wider variety of new* informational and interpretative materials than can possibly be provided by conventional textbook and reference materials. In the case of radio programs, there is, of course, the additional advantage of providing access to *much more recent* materials than are available through

other media. If further justification is needed, we have only to consider these media in relation to what we know of the nature of the learning process.

Consider, if you will, all the more common methods by means of which people learn, listed in rank order beginning with the most simple and concrete and progressing toward the most complex and abstract at the other end of the continuum. For our scale, try to visualize an ordinary twelve-inch ruler, with the learning experiences ranged from the zero end as indicated below:

Zero	Actual real-life experience
1 inch	Simulated experience
1 1/2 inches ..	Laboratory experience
2 inches	Directed observation
2 1/2 inches ..	Sound motion picture
3 inches	Radio and recordings
4 inches	Classroom lecture
5 inches	Silent motion picture
6 inches	Still pictures
8 1/2 inches ..	Reading of narrative verbal content
9 inches	Reading of description and exposition
10 1/2 inches ..	Mathematical formula

This should give a reasonably clear picture of how the use of auditory and visual instructional materials and devices compares with the use of other instructional media. Especially significant is the fact that these newer media, falling approximately within the first fourth of the continuum toward the "concrete end-point," offer many of the advantages of the real-life

learning situation, so far as simplicity, directness, and concreteness are concerned, and yet they require a relatively small amount of class time.

This brings us to the second point, namely, the general nature of the instructional routine customarily followed by teachers experienced in the use of these newer media.

It would be a mistake to assume that simply showing motion pictures or lantern slides to students, or having them hear radio programs or recordings, automatically results in learning. In listening to radio programs and recordings, students often tend to visualize situations presented through the auditory medium somewhat more vividly than they would if visual cues also were present provided that their respective backgrounds of antecedent experience have been such as to make the program meaningful. This same thing holds true, to a somewhat lesser extent, with the use of motion pictures, lantern slides, filmstrips, and mounted pictures.

Generally speaking, materials of these kinds are used to supplement the use of conventional types of instructional content in connection with units of study currently in progress. Therefore, before presenting audio- or visual-instructional materials to a class, it is usually advisable for the teacher to discuss,

with the group, the topic currently being studied, helping the students to organize the things that they already know about it and listing any unanswered questions which the new materials may help to answer. Immediately after the group has viewed or heard these new materials, the teacher should spend some time in discussing the materials with the group and in analyzing the new experiences that may have been provided.

Now, let me mention briefly a few items of visual and audio equipment which might be used to advantage in the junior colleges.

Most of you are probably already using lantern-slide projectors and projectors for both sound and silent motion pictures, so I need say no more about these. There is one new type of equipment, not yet available to the general public, which, I believe, will ultimately play an important role in public education. I refer to facsimile, a system by which pictures and copies of any written or printed material are transmitted on radio waves, just as regular sound broadcasts are transmitted, and are received on special receivers which re-create, on a roll of moving paper, an accurate likeness of whatever material is fed into the transmitter.

Facsimile broadcast stations are already operating on an experimental basis in several of our larger cities. As noncommercial, educa-

tional frequency-modulation broadcasting grows, many school-owned stations will add facsimile as a means of transmitting study outlines, assignment sheets, reference lists, tests, and pictures of various kinds to be used by schools in conjunction with the regular sound broadcasts. According to present estimates, the costs involved in providing this additional station and receiving equipment will not be too high for schools.

As for audio-equipment items, I see no reason why the junior colleges could not profitably use all the different kinds of equipment that are now being used in elementary and secondary schools. Certainly they should be able to make good use of receiving sets in receiving educational radio programs for class-group listening. Then, since educational transcriptions designed for instructional applications are becoming available to schools in increasing number, it would seem reasonable to believe that junior colleges could make good use of portable transcription players. The central sound system, which is steadily gaining in popularity in elementary and secondary schools, should prove especially useful in the junior college, both from the standpoint of the administrative conveniences it would afford and from the standpoint of serving as a closed-circuit broadcasting system for student-activity programs.

I should think that every junior college would have need for several sound recorders, ranging from a professional disc recorder, for making program transcriptions for broadcast use and for exchange with other schools, to portable magnetic recorders for use in making recorded samples of student performance for purposes of self-criticism and analysis.

Finally, I should think that at least some of the junior colleges would be interested in developing noncommercial, educational, FM broadcast stations. Already more than a hundred schools have FM stations in operation, have received construction permits from the Federal Communications Commission

for FM stations, or are known to be making definite plans for developing FM stations. Many of these will function as key stations in state-wide educational FM broadcast systems. Further, it should be pointed out that, in several states where state-wide educational FM broadcast systems are now being planned, smaller school systems and colleges that would have no need for individually owned stations plan, nevertheless, to instal studio facilities so that they will be able to originate educational programs and feed them into stations of the proposed state system for broadcast. Certainly this is a matter that should be of interest to most junior colleges.

The President's Commission on Higher Education

H. A. DIXON

THE situation in which most institutions of higher learning find themselves today is described by a variety of terms used by a variety of alert observers. It has been characterized as "an emergency," "a crisis," "a revolution." We will all agree that it is a trying time but also a period of adventure and of trial, a period of opportunity and of danger.

The problems of higher education are today appearing in most of the newspaper headlines because just at the moment these problems are the concern of the state legislatures. The newspapers, almost without exception, tell the same story: that classes are in operation day and night; that classrooms and laboratories are overcrowded; that, if the Freshman class next autumn is as large as the present one, there will be even worse congestion; that the teaching load is too heavy; that teachers' salaries must be increased; and that the appropriation needed

for current operation of the institutions is considerably more than the lawmakers expected. Add to this the staggering amounts needed for new buildings, which now have skyrocketed to the almost prohibitive cost of \$16-\$18 a square foot, and you have the overwhelming picture that faces most legislatures.

The increase in student numbers creates problems of finance, buildings, and facilities, but we have equally difficult problems caused by the changing character of the student population. Only a few years ago a youth attending a college was the exception; now 20 per cent attend college. Instead of being highly selected, the student body is now approaching a cross-section of the population. Our institutions were definitely not established to accommodate the mill run of youth. With the advent of mass education, institutions need to re-examine their purposes, change their organization, and readapt their methods. In pointing out the dangers that lie ahead for higher education, Dr. Francis J. Brown, secretary of the Commission, says:

Higher education is faced with two

H. A. DIXON, *president of Weber College, Ogden, Utah, is a member of the President's Commission on Higher Education.*

alternatives: either it will seek to restore the smug complacency which too often characterized pre-war education, or it will move forward with courage and vision to give positive direction to changes in our national life. If it returns to the good old days, it will fail the individual and the world.

Danger Number 2 he lists as the unwarranted class size, which greatly reduces personal relations, makes impossible the free give-and-take of ideas, and lessens the effectiveness of instruction. Danger Number 3 is the shortage of qualified instructors and the use of graduate students as teachers. Danger Number 4 is the serious student mortality, which reaches about 50 per cent by the beginning of the Junior year.

Danger Number 5 is the increasing dependency of the states and institutions upon federal aid, which might terminate in five years, when Public Laws 16 and 346 have fulfilled their obligations to the veteran. The government is now contributing about one-half billion dollars, 60 per cent of the cost of higher education. Danger Number 6 is the position into which some of the states and institutions are forcing the government. Public institutions have raised tuitions 20 per cent. Many schools are putting on high student-activity fees in order to build student-union and other buildings. Such practices make Congress wary of educational legislation. Danger Number 7 is the

dependency placed on temporary housing. Danger Number 8 is the tendency on the part of the public to assume that we face only an emergency and that after a year or two we shall be back to normal.

Knowing that the institutions face a period of trial and desiring to combine the efforts of the institutions, the states, and the federal government to solve their problems, President Truman said:

It seems particularly important, therefore, that we should now re-examine our system of higher education in terms of objectives, methods, and facilities, and in the light of the social role it is to play.

These matters are of such far-reaching national importance that I have decided to appoint a Presidential Commission on Higher Education.

Pursuant to its charge, the Presidential Commission has set itself to work. It has five committees which are making the following studies. All committees are driving ahead to have ready at least a preliminary report by July 1.

Committee I, "Responsibilities of Higher Education in Our Democracy and in International Affairs." Dean T. R. McConnell, chairman; Newton Edwards, editor.

Committee II, "Ways and Means of Providing Higher Educational Opportunities for All." The chairman of this committee is President Milton S. Eisenhower of Kansas State College, and the writer of the report is Ordway Tead, president of the Board of Higher Education, New York City.

Committee III, "The Organization and Expansion of Higher Education." President Goodrich C. White of Emory University is chairman,

with Dr. F. J. Kelly, formerly of the United States Office of Education, as writer of the report.

Committee IV, "Financing Higher Education." The committee chairman is President Harry K. Newburn of the University of Oregon, with James E. Allen as writer.

Committee V, "Providing Personnel." Alvin C. Eurich, vice-president of Stanford University, is chairman, and Dr. Askew is writer of the report.

Committee III, concerned with problems of organization and expansion, must deal with the junior college and the technical institute as forms of organization of higher education. This committee met in Washington in February and came to grips with the effects of this unexpected and unprecedented expansion on the organization of higher education. Specific questions were asked and discussed. Some of the questions which involve the junior college, together with the corresponding reactions, are given below. Bear in mind that the reactions are not authoritative as far as committee action is concerned.

One member said, "There are 223,000 students registered in engineering. By 1950 the field is supposed to be saturated. What modification in organization is necessary to prevent trouble?" The group reaction was as follows: Five to six technicians are needed for every graduate engineer, yet engineers are doing the work of these technicians who can be trained in two years. The demand for technical people

has increased 229 per cent in the last ten years. Many engineering students should be siphoned off into the junior colleges and technical institutes.

"People complain," said another member, "that the colleges educate youth away from work and, as a consequence, we shall rue the day when we send so many on to college." The group reaction was that terminal programs of the junior colleges were tending to dignify work and to prepare for it.

A third member asked, "Why are we educating so many for white-collar jobs when there are not enough white shirts to go around?" The reaction was that, since the college is now beginning to take students from all the homes which do all the work of the community, it should give training in all the occupations of the community which lend themselves satisfactorily to the school situation. It was also mentioned that the occupational surveys and the work of the advisory committees of the junior colleges were adaptive mechanisms within the structure of those schools designed to bring about change.

"We have eight hundred students wanting medicine with a capacity for only sixty. What can we do except eliminate at least nine out of every ten applicants?" Some members of the group felt that he should expand his medical school because

the rural areas of our country are so desperately in need of doctors. The further suggestion was made that many of these applicants should take terminal education to become laboratory technicians. Technicians are lengthening the arms of the doctor so that he can do more work.

"Fully one-half of our students drop out by the beginning of the Junior year. Is a fraction of the traditional four-year program the best thing for them?" The reaction was that, since these students are really terminal students, they would undoubtedly profit more by completing a well-balanced terminal program than by pursuing an unfinished fraction of a four-year course.

"Labor is demanding labor education, and there is urgent need for it. Since there seems to be a deep-seated dislike on the part of labor for the universities, how can labor education be supplied?" The group pointed out that the University of Michigan and the University of Minnesota were making distinct contributions and also that junior colleges with labor representatives

on their advisory committees were succeeding with labor education.

"Should free college education be provided for all normal American youth?" Most members of the group felt that ultimately it should be provided if the college could successfully adapt itself to the needs of all these youths, to the needs of the community from whence they come, and to the needs of the republic of which we are a part. Some members expressed the feeling that the immediate goal should be for all to complete Grade XIV.

It is next to impossible to accommodate this great shift to mass education on the college level unless we think to some extent in terms of decentralization, of local or regional institutions with an extremely practical bent and with sufficient flexibility to satisfy a widely diversified student population. It is my feeling that the committee may view the future of higher education from whichever angle it chooses but that it will inevitably come to recognize the principles that underlie the junior-college movement.

Junior-College Building Programs

GEORGE H. FIELD

THE Bureau of Community Facilities, Federal Works Agency, has at present two main activities that are of special interest to junior colleges. One of these is the Veterans' Educational Facilities Program, and the other is the Advance Planning Program.

The Veterans' Educational Facilities Program was authorized by Congress last summer, when it became apparent that the number of veterans applying for educational benefits under the "G. I. Bill of Rights"—the Servicemen's Readjustment Act—was far beyond all expectations and was in excess of the existing capacity of colleges, training schools, and other educational institutions. Congress authorized not to exceed one hundred million dollars for this program, and seventy-five million dollars were appropriated.

Under this program, which up to February, 1947, had been in operation for about six months, the Bureau of Community Facilities pro-

vides, from surplus government property, temporary structures that can be used as classrooms, laboratories, libraries, offices, cafeterias, and other facilities, together with equipment, furnishings, and supplies. These facilities are provided to approved nonprofit educational institutions, either public or private, which furnish courses of training to veterans under the Servicemen's Readjustment Act.

The bureau can provide such facilities only to educational institutions where the United States Office of Education finds that acute shortages exist or are impending. An educational institution which intends to apply for educational facilities under this program sends to our division office a statement of its need for additional facilities, along with information about its enrolment and other data from which its needs can be judged. A representative of the Office of Education reviews this statement and makes a finding of need, on the basis of which the institution sends to the Bureau of Community Facilities an application for educational facilities.

Through February 7, 1947, 1,368 educational institutions had re-

GEORGE H. FIELD is the commissioner of the Bureau of Community Facilities of the Federal Works Agency.

requested aid under the program, and the bureau had approved 906 projects. These approved projects called for an estimated expenditure of \$61,508,767 on the part of the federal government. The bureau acquires surplus structures and equipment from available surplus and provides them to educational institutions. Bureau funds are used to cover the cost of the disassembling or dismantling of structures, the transportation and re-erection of structures on sites provided by the educational institution, and the transportation and installation of equipment. Some structures are not removed but are remodeled for educational use on their original sites. All construction work is done by contract.

The bureau's field representatives locate and inspect surplus structures, confer with the representatives of the educational institutions in regard to the suitability of the structures, and, with the approval of the War Assets Administration, acquire possession of them. In all, from the beginning of operations through the middle of January, 1947, 5,395 structures had been acquired for the program. These structures represented over eighteen million square feet of floor space, and projects calling for twelve million square feet had been approved.

The next step is the awarding of contracts for the job of physically

transferring and re-erecting the structures. By the middle of January, 1947, much of the work called for by approved projects was under contract. Only a few projects had been fully completed by that time, but it is expected that nearly all structures that can be provided under the present appropriation will have been re-erected and made ready for use by the beginning of the fall term.

It will not be possible for the bureau to provide as many structures as are needed. The Office of Education has already made findings of need for structures amounting to about seventeen million square feet of floor space, and new statements of need for facilities are still coming in from educational institutions. The total funds that are available at present for this program will not provide for these known and anticipated requirements.

Equipment of various kinds is also badly needed by many educational institutions, and the bureau has made a strenuous effort to provide such "personal property" from available war surplus. Under the law, the methods of acquiring personal property and real property for the program are different. The important difference is that the bureau is able to acquire only such items of personal property as may be left after such property has been offered for sale to other federal

agencies and to individual veterans. As a result, the needs of many educational institutions were not being met by this method of acquiring equipment.

In view of this situation, the War Assets Administration made a special purchase arrangement, by which many educational institutions are enabled to purchase certain items of surplus equipment in advance of regular sales. The bureau's part in this arrangement is to certify that the items requested on purchase orders have been included in the findings of need made by the Office of Education. The prices set on most of the items are equivalent to 5 per cent of their fair value. The special purchase arrangement was to have expired at the end of December, 1946, but it was extended through March, 1947.

Under this special arrangement, the bureau up to February, 1947, had certified purchase orders for educational institutions for equipment valued at approximately six million dollars. This included equipment for cafeterias, kitchens, dining-rooms, heating equipment, furniture, office equipment, wood-working and metal-working machinery, electrical apparatus, and scientific and technical equipment of various kinds.

I have gone into this program in detail because some of you have sought to obtain assistance under it for your institutions. You have

applied for structures and equipment for which you have need, and you have found that there are delays and difficulties in getting them. I can assure you that we know about the difficulties and that we have made every possible effort to reduce the delays.

The other main activity of the Bureau of Community Facilities is its Advance Planning Program. A statement of the main outlines of this program will be sufficient. Under this program, the bureau advances federal funds to state and local public bodies to assist them in making plan preparations for their public works. This program has been in operation since May, 1945. Over that period, appropriations totaling sixty-five million dollars have been made for the program, and as of January 31, 1947, advances had been approved in an amount close to fifty million dollars.

All types of public works, except housing, are eligible for planning advances under this program. Schools and other educational facilities account for nearly one-fourth of the estimated construction cost of all projects for which advances have been approved. A number of tax-supported junior colleges have applied for and have received planning advances under this program.

The main purpose of this program is to assist in creating a reserve of useful public works, fully

planned and ready for construction as economic conditions warrant. Thus far in the reconversion period the nation has been concentrating on private housing and private industrial construction, and public works of all but the most imperatively needed kinds have been postponed. It will not be long, however, before materials are available, and the construction of public works will greatly increase in volume. The needs of our communities for public facilities of many kinds are very large. No brief burst of public construction activities will suffice to meet the existing community need for various types of public works; construction must necessarily be distributed over a period of years.

This is conspicuously true with respect to buildings for educational purposes. Recent studies and estimates by experts in this field indicate that construction amounting to three billion dollars will be needed to make up for wartime curtailments of construction by tax-supported educational institutions alone, and that the construction required to meet the needs of the fairly immediate future will come to another four billion dollars. Construction by private educational institutions should add considerably to those figures.

When we consider the very extensive need that exists for community facilities of many types, the amount of plan preparation

that is now being carried on, both with and without federal aid, represents only a small fraction of the public works that are due for construction within the next five years. This is very obviously true of public-school construction, and, in my opinion, it is also true of construction in the field of higher education.

Of course the present extraordinary influx of veterans into our colleges is a special situation of an emergency character. The peak, however, has not yet been reached, and veteran attendance will continue to increase college enrolments for several years. At the same time, the increase in college enrolments is not something new; it has been going on over a long period. There is every reason to believe that the normal increase in college attendance will continue and that college education will become less exceptional for American youth with every decade. In this great expansion of higher educational opportunities, the junior college, as you know, has an important part to play.

There has been a continual broadening of educational opportunities in America, and this has required ever increasing funds for the construction of buildings and the pay of teachers. Public education has, to a large extent, been supported by taxes on real estate, and private education by donations and

endowments. The question has already been raised whether public education should not have a broader tax base for its support, including perhaps income taxes. As you know, the raising of funds is a large part of the job of the officials of every private school and college. It is generally agreed that the problem of support for American education has not yet been satisfactorily answered. I touch on this subject because it is obvious that the newer developments in education—the increase of educational facilities for young people beyond the high school—will require much more construction and many more teachers. We do not know how the future will solve this problem.

But we do know that, if we have a future, it will find ways and means of paying for the facilities that our civilization requires, whether these are roads and water-supply and sewerage systems, hospitals, and libraries, or schools and colleges. We must assume that our American civilization will be able to afford to construct and maintain the public and private works upon which its further expansion partly depends.

The future development of the junior college may well be, in spread and volume, more like our high schools than like our colleges. The junior college may well become, before very long, almost as familiar and important a feature of our educational landscape as the large central high school is today. Such a development cannot occur all at once, but it may come with considerable rapidity within the next few decades. Junior colleges, both public and private, should begin now to make plan preparations for permanent construction adequate to meet large future needs.

Junior colleges, as time goes on, will be more definitely integrated with the communities or areas which they serve. They may well be able to help increasingly in meeting the general adult educational needs of the community. Their growth in community service will require a corresponding expansion of their facilities. The increased demand for the kinds of education that junior colleges can provide is a challenge that can be met only by the boldest and the most vigorous programs of advance planning.

Reports of Committees on Research and Service

Committee on Administrative Problems

RODNEY CLINE

Secretary ad hoc

THE COMMITTEE ON ADMINISTRATIVE PROBLEMS was composed of John E. Gray, Lamar College, Texas, *chairman*; Rodney Cline, Northeast Junior College, Louisiana; John H. McCoy, Santa Ana Junior College, California; Anne D. McLaughlin, Georgetown Visitation Junior College, Washington, D. C.; and Basil H. Peterson, Glendale Junior College, California.

THE meeting of the Committee on Administrative Problems held on February 20, 1947, was presided over by Eugene B. Chaffee, Boise, Idaho. John E. Gray, chairman of the committee, gave a brief résumé of the previous work in assembling questions to be considered at this meeting. The various questions which had been offered for consideration focused on the general problem of organization and administration. It was, therefore, decided that this meeting take the form of a panel forum to discuss the general problem and its related issues. The following members of the panel were presented: Basil Peterson, Glendale, California, *chairman*; J. R. McLemore, Paris, Texas; Karl M. Wilson, Coffeyville, Kansas; and William A. Black, Washington State Office of Public Instruction.

Mr. Peterson spoke first, presenting a chart on which was given an outline of effective administrative organization. He discussed the fea-

tures of this chart and showed how it applied to various types and sizes of junior colleges.

Mr. McLemore read a paper on "The Proper Relationship between the Governing Board and the Administrative Staff of a Junior College." He said, in brief: (1) The board is the policy-making agency for the institution. (2) The board is the final court of appeals in all matters pertaining to the institution. (3) The board employs the chief administrative officer and should give him a rather free hand within the limits of the broad policies of the board. (4) The chief administrative officer should seek to keep board members informed on all matters pertaining to the institution. (5) He should attempt to educate the board members to a progressively improving viewpoint. (6) Important decisions of the board should be made known to all interested parties in written form.

Mr. Wilson discussed "The Ad-

ministration of the Instructional Program." He said: (1) The junior college is challenged to assimilate the vast influx of veteran students. (2) With greatly increased enrollments, the guidance function assumes increased importance. (3) Curricular adjustments are necessary because of the G.I. students, while shortages of teachers and of laboratory equipment make needed adjustments difficult. (4) Adjustment of faculty thinking is vital. (5) The existence of these problems proves that supervision and instructional planning need to be of the highest order.

Mr. Black spoke on the topic, "Participation of Instructors in Administrative Planning." He said: (1) Teachers can help significantly

in arriving at the best solution to administrative difficulties. (2) If they are allowed to participate in the planning, teachers take a greater interest in administrative procedure and co-operate more loyally in the functioning of those procedures.

Mr. Peterson returned to the speaker's desk to invite questions and discussions from the audience of about one hundred junior-college officials. A lively show of interest resulted. Among the questions raised were: (1) how to adopt the administrative plan presented by Mr. Peterson to the small junior college; (2) how to encourage teachers to participate in administrative planning and yet keep down faculty jealousies.

Committee on Curriculum and Adult Education

LELAND L. MEDSKER

THE COMMITTEE ON CURRICULUM AND ADULT EDUCATION was composed of Leland L. Medsker, Wright Branch, Chicago City Junior College, Illinois, *chairman*; John W. Harbeson, Pasadena Junior College, California; B. Lamar Johnson, Stephens College, Missouri; Henry W. Littlefield, Junior College of Connecticut; and J. W. Reynolds, George Peabody College for Teachers, Tennessee.

THE Committee on Curriculum and Adult Education can now look back over a year's work and forward to a year ahead that is full of possibilities. Actually it is impossible to summarize or evaluate either year without considering the other, since the work of any research or

service committee must, of necessity, be continuous.

The first half of the past year was spent in getting an overview of the major problems in the field and in formulating possible types of research programs. Following the July meeting, a chart showing the

various areas of the curriculum that need study (as indicated by a poll of junior-college administrators) and the different possibilities for making a study on each area was published in the September issue of the *Junior College Journal*.

The committee then began to carry forward some of its plans. Two articles on curriculum were written for the *Journal*. A number of advisory conferences were held with agencies seeking the advice of the committee. A check list to survey the practices of administration looking toward the improvement of instruction was worked out in co-operation with the Committee on Administrative Problems. A long-term study on adult education in junior colleges was initiated, and a preliminary study was made of the current practices and problems in such education in junior colleges over the country.

In addition to providing a program in the curriculum area for two sessions of the 1947 annual meeting, the committee, at that time, seriously considered the problems ahead: Its definite plans include:

1. Continuation of the study on adult education. Believing that this is to be an extremely significant area for

junior colleges in the next decade, the committee feels its obligation to compile and disseminate to the Association information on adult education.

2. Initiation of a study on the impact of pre-professional requirements of higher institutions on the general curriculum of the junior college. This problem ranks high among those considered serious by the administrators and is believed by the committee to be extremely worthy of study. It will be initially explored before the July meeting.

3. Co-operation with the Committee on Administrative Problems on a study of practices to improve instruction and also on a joint project to study junior-college libraries.

The problems of curriculum are so numerous, so difficult, and, to some extent, so intangible that the sky is the limit as far as possibilities are concerned. The committee realizes that not all the problems can be studied at once. It will continue to work on those that are rated highly important and will be guided by the advice and resources of the director of research. It seeks the advice and suggestions of Association members. It submits its program, not as any immediate cure-all, but merely as one additional effort to render service to the Association.

Committee on Student Personnel Problems

JOHN L. LOUNSBURY

THE COMMITTEE ON STUDENT PERSONNEL PROBLEMS was composed of John L. Lounsbury, San Bernardino Valley Junior College, California, *chairman*; Dorothy M. Bell, Bradford Junior College, Massachusetts; William A. Black, State Office of Public Instruction, Washington; and Max D. Engelhart, Chicago City Junior College, Illinois.

AT THE close of the annual meeting of the American Association of Junior Colleges held in Chicago in 1946, the Committee on Student Personnel Problems was charged with the responsibility of making a rapid survey of guidance practices for veterans in junior colleges throughout America. A questionnaire for this purpose was developed and sent to some fifty of the largest junior colleges in all sections of the country. From the data gathered, a report was submitted to the committee at the meeting held in Chicago during the latter part of July, 1946. The report was accepted, and an article containing a digest of the data obtained was prepared for publication and appeared in the November issue of the *Junior College Journal*.

Because the information gathered from the survey was so important, the questionnaire was recirculated among approximately two hundred junior colleges in all sections of the country in the early part of the autumn term of the present school year. Replies were received from 114 institutions. The data were

compiled and offered for distribution at the St. Louis annual meeting.

At the Chicago meeting in July, two or three studies were outlined for continued work by various members of the committee, and plans were made for the committee's part in developing a sectional program for the St. Louis meeting. Reports on some of these studies were made when the committee met again in St. Louis, and their work is being continued. Two section meetings were held in St. Louis. One of these was devoted to the problem of orienting new or oncoming students to junior-college life. The discussion was led by Dr. Marjorie Carpenter, of Stephens College, Columbia, Missouri, and by Mr. Grady St. Clair, director of guidance at Corpus Christi Junior College. Mr. St. Clair's discussion gave particular attention to veteran students attending junior colleges.

The second sectional meeting held under the auspices of this committee dealt with an adequate testing program for junior colleges. Dr.

Max D. Engelhart, of the Chicago City Junior College, presented a comprehensive paper on this subject, giving a complete program of tests and measurements that could be used for incoming students of any junior college.

The committee heard reports on certain studies that are under way. Particular attention was given to two studies which are being promoted by the group at the present time. The first of these is a study of personnel services in relation to previous educational training and

experience, which is being prepared by Dr. William A. Black, director of junior-college work for the state of Washington. The second study under consideration at the present time is an investigation of procedures and techniques necessary for an adequate placement and follow-up program. Mr. Grady St. Clair, of Corpus Christi Junior College, has the responsibility of outlining a plan of procedure to provide a continued study of this particular problem. Reports on these studies will be given later.

Committee on Legislation

GERTRUDE HOUK FARISS

THIS report was written by Mrs. Gertrude Houk Fariss, director of St. Helen's Hall Junior College, Oregon, who served as evaluator for the Committee on Legislation. This committee was composed of Charles S. Morris, San Mateo Junior College, California, *chairman*; C. C. Colvert, University of Texas; Henry A. Dixon, Weber College, Utah; and Eugene S. Farley, Bucknell University Junior College, Pennsylvania.

ON THURSDAY, February 20, 1947, Roy W. Goddard, presiding officer, opened the meeting and presented H. A. Dixon, acting chairman of the Committee on Legislation. Dr. Dixon, in turn, introduced the members of the panel: Hugh Price, Maryland; Frank A. Jensen, Illinois; C. C. Colvert, Texas; J. M. Ewing, Mississippi; Archie J. Cloud, California; Ralph McDonald, National Education Association; and Jesse P. Bogue, executive secretary and past chairman of the committee.

Dr. Bogue gave a concise summary of national legislation of interest to the junior colleges of the country. He stated that, in view of emergency measures which needed to be taken at once, there was no further development of the plan favoring a comprehensive single bill on the subject of federal aid to education, which the American Association of Junior Colleges, at its meeting in Chicago in 1946, had gone on record as favoring. Dr. Bogue spoke briefly of the following bills:

1. The bill sponsored by the Na-

tional Education Association and directed toward the equalization of educational opportunities among the various states.

2. The bill asking for a \$20,000,000 deficiency appropriation to aid in college housing. Dr. Bogue pointed out that July 1, the date approved by the President for the availability of funds to be allocated to college housing, will be too late to be of assistance in handling September enrolments; hence, the request for the deficiency appropriation.

3. The bill providing for an appropriation of \$250,000,000 to aid in permanent construction in order to get through the present emergency. Funds would be allocated as follows: (a) 75 per cent based on the ratio of the number of veterans applying for education in relation to the total number of veterans in the state, (b) 25 per cent on a free basis. The purpose of this bill is to provide for increased construction costs, which have risen so sharply during the past two years.

Stress was given to the necessity for giving suggestions on legislation to the junior colleges in the various states which will be drafting badly needed legislation for the support of junior colleges. Such states are in urgent need of guiding principles to be followed. There is also great need for state associations to represent junior colleges in such states in their dealings with the legislatures.

Members of the panel offered reports on the status of junior colleges in five states.

Ralph McDonald, of the National

Education Association, interpreted the growth of junior colleges in the United States in terms of the developing system of higher education in the country.

The chairman introduced Wilson Baden, of the National Association of Manufacturers. Mr. Baden stressed the demand in business for people who are better trained culturally and who have had the advantage of certain types of education.

Dr. Dixon appointed a committee to draw up underlying principles for the guidance of states considering junior-college legislation, and the meeting was adjourned.

On Friday, February 21, the meeting was called to order by Dr. Dixon. Mrs. Gertrude H. Fariss presented the report of the committee to propose principles for guidance in setting up state laws for the establishment of junior colleges. Following is the statement as adopted by the Association.

*Principles for Guidance in Setting-up
of State Laws for the Establishment
of Junior Colleges*

1. There must be clearly recognized by the state the potentialities of junior-college education.

a) A junior college should offer lower-division work parallel to college or university courses, and, in addition, terminal courses should be developed in response to the needs of the community.

b) An adult-education program, also in response to the needs of the community, should be developed by the junior college.

2. A survey of the state in reference to the need for junior colleges is recommended as a necessary pre-legislative step.

3. School population is a necessary consideration. It is suggested that in most cases a secondary-school enrolment, public and private, of one thousand be considered a minimum. A junior college with an enrolment of less than two hundred students cannot be operated economically or effectively.

4. It must next be ascertained whether there is enough taxable assessed valuation within a district to support a junior college. There should be a sufficient assessed valuation to provide the capital outlay, which would include buildings and equipment, and a sufficient amount of valuation per A.D.A., in combination of local and state resources, to carry an adequate program. There should be available from local or state sources or both a minimum of at least \$200 per student per year for operating expenses.

5. Petition for a junior college should come from the voting citizens of the district in which the junior college is to be organized.

6. Provision should be made for a combination of political subdivisions into a junior-college district, with a local board of ——— members, under the general supervision of the state department of education.

7. It is a strong recommendation that the public junior college be tuition free.

8. Junior-college faculty members should participate in all of the privileges guaranteed to teachers under the

regulations of the state department of education, i.e., tenure, retirement pensions, etc.

THE COMMITTEE

GERTRUDE HOUK FARISS, *Chairman*

ARCHIE J. CLOUD

C. C. COLVERT

J. M. EWING

FRANK A. JENSEN

HUGH PRICE

WILSON BADEN, *Consultant*

RALPH McDONALD, *Consultant*

The meeting was turned over to Mr. Ralph McDonald, of the National Education Association, who analyzed the proposed bill providing for compulsory peacetime military training as it is shaping up in Washington, D.C., described the situation with respect to its passage, and suggested its implications for education.

Dr. Bogue waived the reading of Francis J. Brown's paper on "National Legislation Affecting Education" in favor of a discussion of the question of compulsory military training. Dr. Bogue stated that the matter of national legislation has been carefully studied and that appropriate resolutions have been passed. He then spoke on the subject of universal compulsory military training, reinforcing the point of view expressed by Mr. McDonald.

Discussion followed, with views expressed on both sides of this question. An important point made was that opposition to compulsory mili-

tary training on the part of colleges is not enough; that colleges must offer a constructive program to train students to meet emergencies, thus suggesting a program of defense training more rather than less adequate than the one now being considered in Washington. It was voted that the chairman appoint a committee of three to put into a

resolution some affirmation of approval of national defense and an expression of the desire on the part of colleges to set up a program of defense training. It was agreed that the resolution drafted by this committee be presented to the Resolutions Committee for presentation to the American Association of Junior Colleges.

Committee on Teacher Preparation

DAVID B. PUGH

THE COMMITTEE ON TEACHER PREPARATION was composed of David B. Pugh, Pennsylvania State College, Pennsylvania, *chairman*; J. B. Davis, Itasca Junior College, Minnesota; Roy E. Morgan, New Haven YMCA Junior College, Connecticut; T. D. Schindler, Lower Columbia Junior College, Washington; and J. B. Young, Jones County Junior College, Mississippi.

History of the Committee

IN 1941, President James C. Miller of the American Association of Junior Colleges appointed a committee to study the problem of the preparation of junior-college teachers. After determining by a questionnaire study what administrators believed to be the chief weaknesses of junior-college instructors, the committee made certain recommendations.

In April, 1945, on an appropriation of \$2,500 by the American Council on Education, a conference was held in Washington, to which were invited representatives of the junior colleges, graduate schools of education, and specialists from the United States Office of Education.

The entire problem of the preparation of junior-college teachers was discussed enthusiastically; recommendations were made regarding the type of graduate training needed; and it was proposed to publish the proceedings, publication to be financed out of the unused \$600 of the appropriation. Publication was delayed, however, and in June, 1946, a conference sponsored by the American Council on Education was held in New York to bring the findings up to date. Since the report has still not been published, it is recommended that arrangements be made for immediate publication and that a third meeting convene to edit the findings.

Competencies of a Junior-College Teacher

The original committee, headed by David B. Pugh, after studying the replies of administrators to the questionnaire, recommended (1) training in guidance and counseling, (2) understanding the philosophy and background of the junior college, (3) student teaching and observation in the junior college, (4) experiences underlying committee assignments and similar faculty services, and (5) emphasis upon the community nature of the junior college. It was agreed that a sound graduate program would include (1) a sound liberal and cultural education, (2) adequate knowledge of subject-matter fields, and (3) professional preparation to fit candidates specifically for the junior college.

The competencies desired in a junior-college teacher will, of course, differ according to the definition and philosophy of the junior college.

In accordance with a resolution adopted by the New England Association of Colleges and Secondary Schools, they do not at this time favor special training programs for junior-college instructors. More recently the Northwest Association of Secondary and Higher Schools, a regional accrediting association, has specified as minimum preparation:

A Master's degree or one year of graduate work in the teaching field

shall be the minimum preparation for instructors in academic subjects. The institution should gradually increase the average academic preparation substantially above this minimum. The institutions in which the instructors did their undergraduate and graduate work will be considered. A well-prepared instructor will also have taken pertinent courses in education.

Although the first requisite for an instructor in terminal curriculums shall be his occupational qualifications, he should also possess satisfactory educational qualifications for his specific work.

There should be evidence of adequate preparation, successful experience, and teaching efficiency. The faculty of the junior college should consist of instructors whose primary interest is sound and inspirational teaching, rather than research.

Training Programs Offered or Contemplated

Inquiries recently sent to deans of graduate schools in the North Central Council of Junior Colleges revealed a tremendous interest in the organization of programs of study designed primarily to train junior-college teachers. Although only a few universities at present offer more than an occasional course that might be made to relate to the preparation of junior-college teachers, several offer very ambitious curriculums leading to graduate degrees in junior-college teaching or administration. Many of those institutions that offer little work along this line seem eager for recommendations by the committee.

There is danger that, in their enthusiasm for organizing a program of study at once, deans and faculties of graduate schools may set up a traditional type of program, which is not the type we want. The committee recommends that in each case a co-operating committee of junior-college administrators be set up to work with the university in developing a program and in keeping the program of practical value to the junior-college teacher.

It is recommended that the junior-college teacher training consist of two years of graduate work, in order to insure competency in subject matter and, at the same time, adequate professional training. It is further suggested that internships be set up wherever possible, enabling a student during his second year of graduate work to get practice in doing all the things that a regular teacher does.

In-service Training

Because of the present shortage of qualified junior-college teachers, we find in our faculties, in addition to the well-qualified teachers, (1) some excellent classroom teachers who are unable to be of service outside the classroom; (2) young teachers with ability but without experience in the junior-college field and without professional training in this field; (3) staff members who have reached retirement and have

been encouraged to fill in during the emergency; and (4) some teachers who are not qualified scholastically. The presence of this varied group of teaching personnel necessitates emphasis on in-service training programs. The committee suggests the following types of training:

1. Co-operation with off-campus summer workshops in graduate schools.
2. Short institutional workshops within the schools for a week or so before the opening of school.
3. Use of regular faculty meetings for in-service training of teachers.
4. Use of university and college staff members to come to our campus for teacher training.
5. Scheduled visits to other institutions.
6. Make available for use published materials in the junior-college field, particularly the *Junior College Journal*.

As the emergency passes, the type of in-service training will change in emphasis, although such training will be no less important.

Pre-service Training, Selection, and Recruitment

When the emergency passes, emphasis will be upon pre-service training, and the problem will become one of selection rather than recruitment of students. We hope that selection can be made on the basis of competency for junior-college teaching, in accordance with our recommendation for well-developed pre-service training programs in our colleges and graduate schools.

The committee would recommend that an attractive booklet be published, describing the opportunities and satisfactions of junior-college teaching, the qualities desirable in a junior-college teacher, and the extent and type of training needed for adequate preparation. It is recommended that this booklet be addressed to junior-college students and counselors, to college Seniors preparing for graduate work, and to high-school Seniors through high-school counselors. It is further recommended that this Association, through the *Washington Newsletter* and the *Junior College Journal*, seek to interest all junior-college teachers, counselors, and administrators in seeking promising students and in encouraging them to

consider junior-college teaching or administration as a profession.

Plans for the Coming Year

1. It is planned to complete publication of the pamphlet during the year. The material is to be assembled by the end of the summer meeting, and publication completed by February, 1948.

2. The committee recommends that the Association assist us with the necessary financial support for the publication of this pamphlet.

3. The committee will go ahead with plans to encourage the formation, on state and local levels, of co-ordinating committees of junior-college administrators and members of the staffs of graduate schools.

Reports on Other Activities

Report of Convention Secretary

THEODORE H. WILSON

THE program, as printed, was adhered to with the following exception: the salute to the flag was led by President Rosco C. Ingalls in the absence of the high-school students who were to have led the salute.

At the Thursday morning session the President appointed the following two committees: RESOLUTIONS COMMITTEE, Eugene B. Chaffee, *chairman*, William A. Black, Henry A. Littlefield, Rodney Cline, and C. C. Colvert. NOMINATING COMMITTEE, Roy W. Goddard, *chairman*, Lawrence L. Bethel, A. G. Breidenstine, H. A. Dixon, and Basil H. Peterson. The Executive Secretary read the following amendment to the by-laws, with the recommendation of the Board of Directors that it be adopted at a business session later in the week.

Three copies of each issue of the *Junior College Journal* and of the *Junior College Directory* shall be sent, without cost, to each active, provisional, or sustaining member who pays dues of \$50 per year.

THEODORE H. WILSON is president of the University of Baltimore Junior College, Maryland.

One copy of each issue of the *Junior College Journal* and of the *Junior College Directory* shall be sent, without cost, to each individual member of the Association.

At the Friday morning business session this amendment was unanimously adopted. Dr. Wilson, chairman of the Finance Committee, presented financial statements for 1946 and 1947 and distributed mimeographed copies of both in order that the members might study them before voting on the 1947 budget.

The report of the Nominating Committee was presented by Chairman Goddard and unanimously accepted.

At the Saturday morning session the various reports were presented by the persons named on the program except that the report of the Editorial Board was given by the new chairman, Frederick J. Marston; the report of the Committee on Junior-College Teacher Preparation, by C. C. Colvert; and the Report of the Committee on Student Personnel Problems, by Grady St. Clair. Vice-President Farley referred to the five Committees on Research and Service as

"the power-house of the Association."

The following new members were appointed to the committees: ADMINISTRATIVE PROBLEMS, Harlie L. Smith, Missouri; CURRICULUM AND ADULT EDUCATION, Walter J. Moberg, Chicago; STUDENT PERSONNEL PROBLEMS, J. Anthony Humphreys, Chicago; TEACHER PREPARATION, Leo Wadsworth, California.

At the business session the budget was unanimously adopted, as well as the resolutions presented by the Committee on Resolutions.

President Ingalls then introduced the newly elected officers and directors and turned the gavel over to the new president, Eugene S. Farley, who spoke briefly and called on the new vice-president, Leland Medsker, to speak. The meeting was then declared adjourned.

Board of Directors

THEODORE H. WILSON

THE BOARD OF DIRECTORS was composed of Lawrence L. Bethel, New Haven YMCA Junior College, Connecticut; Curtis Bishop, Averett College, Virginia; Eugene B. Chaffee, Boise Junior College, Idaho; Roy W. Goddard, Rochester Junior College, Minnesota; and David B. Pugh, Pennsylvania State College, Pennsylvania; with the following four officers of the Association ex officio; Rosco C. Ingalls, East Los Angeles Junior College, California, *president*; Eugene S. Farley, Bucknell University Junior College, Pennsylvania, *vice-president*; Jesse P. Bogue, Washington, D.C., *executive secretary*; and Theodore H. Wilson, University of Baltimore Junior College, Maryland, *convention secretary*.

THE Board of Directors met on February 18, 19, and 22, with all members present. Among the important matters dealt with were the following.

HONORARY MEMBERSHIP.—It was voted unanimously to confer honorary membership on Mrs. Winifred R. Long in recognition of her untiring, enthusiastic, and efficient services as assistant in the Washington office and as acting executive secretary of the Association.

HANDBOOK OF RULES AND PROCEDURES.—It was the unanimous opinion that the retiring president

and vice-president jointly should prepare a handbook of rules and procedures for all officers and members.

BROCHURE ON PROCEDURE.—It was voted unanimously that a brochure be prepared giving suggestions on how to organize and operate a junior college, the booklet to be submitted to the summer meeting of the Board of Directors. The President appointed the Executive Secretary as a committee of one to prepare the brochure.

OTHER PUBLICATIONS.—It was the consensus that the Executive

Secretary should prepare a brief pamphlet, describing the services and listing the officers and committee personnel of the Association, for the convenience of persons who may be interested in making use of the services of the Association.

Dr. Koos stated that suitable dissertations on the junior college may well be published as articles in the *Junior College Journal*. It was the consensus that all manuscripts which are submitted for publication be referred to the director of research and editor of the *Journal*. If he considers that a manuscript merits publication as a monograph, he shall submit his recommendation to the Board of Directors for action.

AMERICAN JUNIOR COLLEGES HANDBOOK.—This book is to be revised in 1948. The American Council on Education's request that Mr. Bogue act as editor and that an advisory committee be appointed by the President was unanimously approved. The President appointed the following advisory committee: Rosco C. Ingalls, Theodore H. Wilson, and Lawrence L. Bethel.

ILLUSTRATED LECTURE.—It was unanimously voted that the Executive Secretary be authorized to prepare an illustrated lecture on the junior college, its functions, its growth, its organization and operation, etc.

The report of the Finance Committee was presented and adopted

unanimously. It was voted that (1) \$1,000 of the 1946 surplus be brought forward to 1947 receipts; (2) two additional pages of the *Junior College Journal* be devoted to advertising; (3) the *Journal* become a sixty-four-page publication beginning in September, 1947, if adequate material is available.

AMENDMENT TO THE BY-LAWS.—It was voted unanimously that Dean Chadwick's proposal (that three copies of each issue of the *Junior College Journal* and *Junior College Directory* be sent, without cost, to each active, provisional, or sustaining member who pays dues of \$50 per year; and that one copy of each be sent without cost, to each individual member of the Association) be approved and recommended to the Association for its favorable action.

AUTHORITY TO SPEAK FOR THE ASSOCIATION BEFORE NATIONAL LEGISLATORS.—It was voted unanimously that the executive secretary be authorized to speak for the Board of Directors before legislators along lines in keeping with the board's policies.

AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE.—It was voted that the American Association of Junior Colleges affiliate. No dues are required.

MEMBERSHIP.—The question of admitting to membership offices which are concerned with junior-college supervision and adminis-

tration but which are not actually junior colleges was brought up. It was the consensus that the constitution should be interpreted as permitting an individual who devotes his time exclusively to the supervision of operating junior colleges to participate in the Association, as may any faculty member or administrator, and to hold office in the Association. Such an individual is free to join the Association as an individual sustaining member.

Twenty-two institutions were admitted to membership in the Association.

COMMITTEES ON RESEARCH AND SERVICE.—The five committees on Research and Service met with the Board in a joint session. [The reports of these committees are presented in earlier pages of this number of the *Junior College Journal*.]

Dr. Leonard V. Koos reported that he has circularized forty deans of graduate schools of education to solicit their assistance in interesting students in the study of junior-college problems; that a check list on administrative and supervisory practices for improving instruction is being printed and will be distributed shortly; that with \$4,000 available for 1947 a modest research program will be possible this year.

THE SUMMER CONFERENCE OF COMMITTEES.—It was decided that

the summer meeting at Chicago will be held at the Edgewater Beach Hotel on August 1-3, if possible; or at the Drake Hotel on July 25-27.

ANNUAL MEETING.—It was voted unanimously that the 1948 meeting be held March 2-6 at Kansas City, Missouri, and that the 1949 meeting be held in California.

APPOINTMENTS.—It was unanimously voted that Theodore H. Wilson continue as convention secretary.

As members of the Finance Committee, President Farley appointed Theodore H. Wilson, *chairman*, Roy W. Goddard, and Eugene B. Chaffee.

As members of the membership committee, President Farley appointed Curtis Bishop, *chairman*, Archie J. Cloud, and Dorothy M. Bell.

The President appointed a temporary committee of three on the Accreditation Committee. Leland L. Medsker was appointed chairman and was asked to suggest two other persons, readily accessible to Chicago, for appointment at a later date.

The President appointed as delegates to the American Academy of Social and Political Science, without expense to the Association, Theodore H. Wilson and Edward G. Schlaefer.

Finance Committee

THEODORE H. WILSON

THE FINANCE COMMITTEE was composed of Theodore H. Wilson, *chairman*, University of Baltimore Junior College, Maryland; Roy W. Goddard, Rochester Junior College, Minnesota; and David B. Pugh, Pennsylvania State College, Pennsylvania.

YOUR Finance Committee is happy to report that the Association is in excellent condition financially. This is due to three things: (1) the willingness of the members a year ago to increase their dues to \$50, (2) the sound financial policies adopted by the Board of Directors during the past four years, and (3) the careful administration of the Association's affairs by the personnel of the Washington office.

As the attached financial statement for 1946 shows, cash on hand as of December 31, 1946, amounted to \$9,179.61. This represents:

Reserve fund	\$3,000.00
Terminal education fund	198.41
1947 dues paid in advance	1,115.00
Cash brought forward from 1945 ..	608.84
1946 surplus	4,257.36
	<hr/>
	\$9,179.61

That surplus was made possible because of unexpected savings in the office of the executive secretary, \$3,857.36; the *Junior College Journal*, \$672.29; and the Legislative Committee, \$577.11. Similar savings are not possible in 1947. On the other hand, there will be in-

creased expenditures which must be offset by increased income. Your committee believes, however, that, in spite of still further expansion of the program of research and services, the budget can continue to be balanced.

Your Finance Committee, therefore, has submitted to your Board of Directors, and the board has adopted, the following recommendations which are now presented to the Association for your approval:

1. That the reserve fund be increased to \$5,000.

2. That this reserve fund of \$5,000 be put into a savings account so as to draw interest.

3. That the reserve fund be increased annually by adding to it the annual interest received thereon.

4. That the reserve fund, with its annual increments, be kept intact until the Board of Directors unanimously agrees that an emergency necessitates the withdrawal of a portion thereof in order to protect and promote the best interests of the Association.

5. That Shirley Sanders' salary be increased to \$2,400.

6. That the Board of Directors continue the financial policies of recent years, including that of not permitting current expenditures to exceed current receipts.

7. That \$1,866.20 of cash on hand as of December 31, 1946, be transferred from current funds to capital funds.

8. That up to but not exceeding \$1,000 of these capital funds be appropriated for the purpose of making three much-needed long-term major improvements at the Washington office:

a) The purchase of an I.B.M. electric typewriter.

b) The purchase of appropriate furniture and a rug.

c) The painting of the rooms.

9. That the remainder of the capital funds be held in reserve as unappropriated surplus, no portion of which shall be used unless and until the Finance Committee recommends, and the Board of Directors authorizes, specific amounts for specific purposes.

10. That the budget herewith presented be adopted for the fiscal year of 1947.

Financial Statement

January 1 to December 31, 1946

Reserve Fund (unappropriated surplus from preceding years) \$ 3,000.00

	Budget	Actual
<i>Receipts</i>		
Appropriated from cash on hand, December 31, 1945	\$ 1,173.84	\$ 1,173.84
Membership dues	23,400.00	22,780.00
Junior College Journal	3,550.00	4,779.04
Accounting Manual	300.00	315.20
Other publications	1,200.00	1,628.95
Annual meeting	300.00	350.00
Miscellaneous	25.00	36.48
Total receipts	\$29,948.84	\$31,063.51
Total receipts plus reserve fund		\$34,063.51

<i>Expenditures</i>		
New Executive Secretary—salary, travel, etc.	\$ 7,416.84	\$ 3,559.48
Other salaries in Washington office	7,700.00	7,559.58
Office expense	2,750.00	3,010.74
Junior College Journal	4,682.00	4,106.75
Accounting Manual		158.91*
Other publications	650.00	659.84
Annual meeting	300.00	307.11
Travel, etc.—President and Board of Directors	1,000.00	1,027.00
Fund—Legislative Committee	750.00	172.89
Travel, etc.—5 Research Committees	3,000.00	2,604.85
Travel, etc.—Editorial Board		390.17†
University of Chicago:		
Research assistance	800.00	800.00
Postage and stationery for editing <i>Journal</i>	150.00	56.80
Other expenses for editing and research	300.00	150.94
Miscellaneous	450.00	318.84
Total expenditures	\$29,948.84	\$24,883.90
Cash on Hand, December 31, 1946		\$ 9,179.61

* Not included in budget. Authorized in an amount not to exceed \$175 by Board of Directors, July, 1946.

† Not included in budget. Authorized by Board of Directors, July 28, 1946, for summer conference, July 26–28, 1946.

Financial Statement

February 21, 1947

<i>Reserve Fund</i> —Carried forward from 1946	\$3,000.00	
Added from cash on hand	<u>2,000.00</u>	<u>\$5,000.00</u>
<i>Capital Funds</i> —Appropriated from cash on hand:		
1. For capital improvements	\$1,000.00	
2. For possible emergency needs	<u>866.20</u>	<u>\$1,866.20</u>

Current Funds—Budget for 1947

Income		Expenditures	
<i>Association</i>		<i>Association</i>	
Appropriated from cash on hand ..	\$ 1,000.00	Executive Secretary—Salary, retirement, and travel	\$ 8,061.25
Membership dues	24,000.00	Office secretaries—salaries	5,600.00
Junior College Journal	6,000.00	Office expense	3,400.00
Accounting Manual	100.00	Junior College Journal	5,900.00
Other publications	2,000.00	Other publications	1,000.00
Annual meeting	1,000.00	Annual meeting	750.00
Miscellaneous	<u>50.00</u>	Board of Directors	1,100.00
	<u>\$34,150.00</u>	Research and Service Committees ..	3,200.00
		Editorial Board	400.00
		Research program in co-operation with University of Chicago:	
		½ time of assistant director of research	1,500.00
		½ time of secretarial research assistant	935.00
		Emergency help, printing, materials, and postage	1,565.00
		Miscellaneous	<u>350.00</u>
			<u>\$33,761.25</u>
<i>From the University of Chicago</i>		<i>From the University of Chicago</i>	
½ time of major staff member ...	\$ 4,000.00	Expenditures	\$ 7,985.00
½ time of secretarial research assistant	935.00		<u>\$41,746.25</u>
Editorial assistance	2,120.00	<i>Surplus</i>	<u>388.75</u>
Use of space and office equipment ..	<u>930.00</u>		
	<u>\$ 7,985.00</u>	<i>Total</i>	<u>\$42,135.00</u>
<i>Total</i>	<u>\$42,135.00</u>		

Report of the Editorial Board

FREDERICK J. MARSTON

THIS report was written by the new chairman of the Editorial Board, Frederick J. Marston. The board whose work is reported here was made up of Eugene S. Farley, Bucknell University Junior College, Pennsylvania, *chairman*; Dorothy M. Bell, Bradford Junior College, Massachusetts; Richard G. Cox, Gulf Park College, Mississippi; Gertrude H. Fariss, St. Helen's Hall Junior College, Oregon; Frederick J. Marston, Kemper Military School, Missouri; and John H. McCoy, Santa Ana Junior College, California.

THE Editorial Board has three functions. It is a policy-making body, which has been able to watch with pride the policies formulated last July achieve successful expression and implementation in the

better type, paper, and cover of the present *Junior College Journal*. Its editorial duties consist largely in collecting worth-while material and inducing competent persons to submit articles for consideration by the editor. The content has improved. It is also a promotional body in that it assists in encouraging subscriptions. The number of group subscriptions has grown, and, when three copies are sent to each institutional member, thirty-four hundred copies will be published nine times each year.

At its meeting on Wednesday, February 19, 1947, the board voted to enlarge each issue to sixty-four pages when the available material warrants. The enlarged *Journal* will first appear in September of the present year, according to the editor, Leonard V. Koos, who intends to extend the portions devoted to "Recent Writings" and "Junior College World" and to utilize the backlog of articles which he has been accumulating. In order to finance the enlarged *Journal* and the increased circulation, additional space will be given to advertising. Since the most important advertising space is the back cover, the names of the officers of state and regional associations will appear only in the January directory issue.

Although the names of the Association officers now appearing monthly may be relocated in the *Journal*, it is the present thought to incorporate this listing also in the January issue.

The Editorial Board voted to utilize that portion of the budget allotted to its summer meeting only if a need for a change in policy exists which cannot be effected by correspondence.

The hold-over members of this board of six, one from each of the regional associations, call attention to the need for continuity of membership. This year three appointments need to be made to replace two whose terms have expired and one who has resigned. The reappointment of outgoing members or the naming of new people who are already familiar with the policies and background of the *Journal* would give stability. The presidents of the regional associations, in reporting nominations, have kept that most important point in mind.

An educator, author, and editor of the stature of Dr. Koos needs no compliments from this body, but the Editorial Board would be decidedly remiss if it did not write into the official record of this meeting the sincere thanks of a grateful Association for a fine job, well done.

Report of the Editor

LEONARD V. KOOS

IN A sense, every issue of the *Junior College Journal* serves as a sort of report by the editors. On this account, it seems hardly necessary to make more than a brief statement at this annual meeting.

As all who have been following the *Junior College Journal* know, its policies were carefully formulated by the Editorial Board. These policies were largely derived from a poll of preferences of junior-college administrators made during May of last year. A check-up by any interested person should find that these policies have been followed with hardly an exception.

Perhaps members of the Association would like to have statements concerning two matters relating to issues of the *Journal*. At any rate, the statements are made because of comments that have come to me.

One of these comments relates to the often expressed wish that the size of the *Journal* be enlarged. Editorial reference has been made to this desirability in a recent issue. As stated in that issue, the editors are ready and willing to effect the enlargement from a forty-eight-page to a sixty-four-page periodical as soon as the inflow of materials acceptable for publication warrants

the change. There are some grounds for assurance that this inflow will reach the proportions needed so that a sixty-four-page format may be achieved for all issues beginning in September.

The other comment concerns the date of issue. This has been set for late in each month. The reasons for this late date have been two: (1) the fact that the editorial staff doing the work on the *Junior College Journal* also get out the *School Review* and the *Elementary School Journal*, which have been issued for many years on the first and the fifteenth of each month, respectively; and (2) the delays we expected would be incident to transfer of the editorial functions from the Washington office to Chicago. Beyond this, there have been occasional additional delays on account of the distance between Chicago and Lancaster, Pennsylvania, where the mechanical work on the *Journal* is done, and this has resulted in its reaching subscribers during the first days of the month following the month of issue. It is hoped that the clarification of issues on schedules with the printer will assure regular publication.

Beyond these comments, I would

like to express my appreciation for the consistent good will and competence of our associate editor, Miss Mildred Herrod; the capable work of Mr. S. V. Martorana in ab-

stracting the literature in the junior-college field; the generous co-operation of the Washington office; and the encouragement of the Editorial Board.

Report of the Resolutions Committee

BE IT RESOLVED:

That the American Association of Junior Colleges express its appreciation for the work of the various organizations and individuals that have made the St. Louis convention so successful. We express our thanks especially to:

Frederick J. Marston, chairman, and the Missouri State Hospitality Committee.

H. M. Penick, director of public relations, and to all representatives of the press who covered this convention.

Dorothy Blackwell, associate director.

Philip J. Hickey, chairman, and the St. Louis City Committee.

Warren K. Begeman, chairman, and the general service committee.

Charles H. Philpott, chairman, and the Banquet Committee.

The Jefferson Hotel—its management and employees.

Fredrick Rein, executive secretary, St. Louis Convention Bureau.

Housing Bureau of St. Louis.

The exhibitors of educational equipment and supplies, for their educational contribution.

Mrs. Winifred R. Long, our retiring assistant secretary, for her many fine contributions to the American Association of Junior Colleges, and suggest

that she be elected to honorary membership as an expression of our appreciation.

Dr. Leonard V. Koos, for his fine work as editor of the *Junior College Journal* and co-ordinator of research.

Jesse P. Bogue, for outstanding work as executive secretary of the Association.

Our retiring president, Dr. Rosco C. Ingalls, for the outstanding progress of the Association and the most successful annual convention.

That, since the United States Office of Education has been delegated the agency to direct and aid the colleges of the country in acquiring surplus buildings for classroom purposes, has expedited the acquisition of such property, and is now anticipating the need for additional property and has therefore developed a questionnaire to determine the needs of the several colleges, the American Association of Junior Colleges commends this questionnaire to its member-institutions and urges prompt completion and return of such questionnaires.

That, because of the advance in costs, the colleges, universities, and junior colleges be given emergency

aid by the Congress of the United States in sharing the cost of the permanent building program.

That the member-institutions of the American Association of Junior Colleges have kept faith with the returned veterans by providing a variety of educational opportunities for veterans. That these institutions can care for additional veterans, but the overtaxed budgets must be assisted by the federal government through additional housing facilities provided at government expense or greatly assisted from this source. It is recommended that the Congress of the United States provide a \$20,000,000 deficiency appropriation to be administered by the Federal Works Agency for this purpose.

That each junior college offering terminal curriculums should assume responsibility for contributing to the development of the needed materials of instruction, and administrators should stimulate and encourage qualified staff members to prepare and publish such materials in order that they may be made generally available.

That the Association affirms its

faith in education as an essential means of creating understanding between nations and establishing the foundation of a peaceful world; it also affirms the importance of education as an instrument of national unity and as the basis of our technical and industrial strength. It therefore reiterates its stand in favor of an extended program of education for all people and wishes to emphasize the conviction of educators that education is the only means of maintaining national strength and creating international good will and understanding.

That the American Association of Junior Colleges commends UNESCO for its work, pledges it support in building the defenses of peace and the reconstruction of education in the devastated areas.

That the Association commends the American Red Cross in its work of reconstruction and pledges the support of its member-institutions.

Respectfully submitted,

EUGENE CHAFFEE, *Chairman*

WILLIAM A. BLACK

RODNEY CLINE

C. C. COLVERT

HENRY W. LITTLEFIELD

Nominating Committee

THE Nominating Committee, consisting of Roy W. Goddard, *chairman*, Lawrence L. Bethel, A. G. Breidenstine, Curtis Bishop, H. A. Dixon, and Basil H. Peterson, rec-

ommended the election of the following officers for the ensuing year:

PRESIDENT—Eugene S. Farley, Bucknell University Junior College, Wilkes-Barre, Pennsylvania

VICE-PRESIDENT—Leland L. Medsker, Wright Branch, Chicago City Junior College, Chicago, Illinois

ADDITIONAL MEMBERS OF THE BOARD OF DIRECTORS—Dorothy M. Bell, Bradford Junior College, Bradford, Massachusetts (three years); Theodore H. Wilson, University of Baltimore Junior

College, Baltimore, Maryland (three years); Archie J. Cloud, San Francisco Junior College, San Francisco, California (one year)

The Nominating Committee's report was unanimously adopted by the Association.

New Committee Members

THE new members of the committees, appointed by the Board of Directors or the President, are:

Administrative Problems

John E. Gray, Lamar College, Beaumont, Texas, *chairman*
 Rodney Cline, Northeast Junior College, Monroe, Louisiana
 Anne D. McLaughlin, Georgetown Visitation Junior College, Washington, D.C.
 Basil H. Peterson, Glendale College, Glendale, California
 Harlie L. Smith, William Woods College, Fulton, Missouri

Curriculum and Adult Education

James W. Reynolds, George Peabody College for Teachers, Nashville, Tennessee, *chairman*
 John W. Harbeson, Pasadena Junior College, Pasadena, California
 B. Lamar Johnson, Stephens College, Columbia, Missouri
 Henry W. Littlefield, Junior College of Connecticut, Bridgeport, Connecticut
 Walter J. Moberg, North Park College, Chicago, Illinois

Student Personnel Problems

John L. Lounsbury, San Bernardino Valley Junior College, San Bernardino, California, *chairman*
 William A. Black, State Office of Public Instruction, Olympia, Washington, *vice-chairman*
 Dorothy M. Bell, Bradford Junior College, Bradford, Massachusetts
 J. Anthony Humphreys, Wilson Branch, Chicago City Junior College, Chicago, Illinois

Grady St. Clair, Corpus Christi Junior College, Corpus Christi, Texas

Legislation

Charles S. Morris, San Mateo Junior College, San Mateo, California, *chairman*
 C. C. Colvert, University of Texas, Austin, Texas
 Henry A. Dixon, Weber College, Ogden, Utah
 Frank A. Jensen, La Salle-Peru Junior College, La Salle, Illinois
 Hugh G. Price, Montgomery Junior College, Bethesda, Maryland

Teacher Preparation

David B. Pugh, Pennsylvania State College, State College, Pennsylvania, *chairman*
 T. D. Schindler, Lower Columbia Junior College, Longview, Washington, *vice-chairman*
 Joseph B. Davis, Itasca Junior College, Coeuraine, Minnesota
 Leo Wadsworth, Chaffey College, Ontario, California
 J. B. Young, Jones County Junior College, Ellisville, Mississippi

Editorial Board

Frederick J. Marston, Kemper Military School, Boonville, Missouri, *chairman*
 Dorothy M. Bell, Bradford Junior College, Bradford, Massachusetts
 James M. Ewing, Copiah-Lincoln Junior College, Wesson, Mississippi
 John H. McCoy, Santa Ana Junior College, Santa Ana, California
 George Allen Odgers, Grays Harbor College, Aberdeen, Washington
 Edward G. Schlaefer, Monmouth Junior College, Long Branch, New Jersey

American Association of Junior Colleges

ORGANIZED 1920

Officers

President—EUGENE S. FARLEY, Bucknell University Junior College, Wilkes-Barre, Pennsylvania

Vice-President—LELAND L. MEDSKER, Wright Branch, Chicago City Junior College, Chicago, Illinois

Executive Secretary—JESSE P. BOGUE, 1201 Nineteenth Street, N.W., Washington, D. C.

Convention Secretary—THEODORE H. WILSON, University of Baltimore Junior College, Baltimore, Maryland

Director of Research—LEONARD V. KOOS, University of Chicago, Chicago, Illinois

Additional Members of Board of Directors

ARCHIE J. CLOUD, San Francisco Junior College, San Francisco, California (1948)

ROY W. GODDARD, Rochester Junior College, Rochester, Minnesota (1948)

ROSCO C. INGALLS, East Los Angeles Junior College, Los Angeles, California (1948)

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